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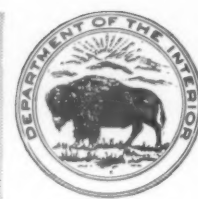
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SCHOOL LIFE



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Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

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Population Prospects and Public Schools

by O. E. Baker, Senior Agricultural Economist, United States Department of Agriculture

★★★ The number of live births in the United States since 1910, with allowance for under-reporting to the State public health departments as estimated by Thompson and Whelpton, and the enrollment in the first, third, fifth, and seventh grades of the public schools, as reported by the Office of Education, are herewith given in table I.

TABLE I.—Births and school enrollment, United States, 1911-36

Year	Births ¹	School enrollment ²			
		First grade	Third grade	Fifth grade	Seventh grade
1911	1,000	1,000	1,000	1,000	1,000
1912	2,588	3,890	2,301	1,870	1,258
1913	2,633	3,876	2,295	1,880	1,281
1914	2,674	3,922	2,316	1,910	1,319
1915	2,781	3,986	2,374	1,976	1,369
1916	2,800	4,043	2,412	2,022	1,419
1917	2,816	4,115	2,476	2,076	1,475
1918	2,821	4,225	2,504	2,105	1,481
1919	2,834	4,353	2,524	2,128	1,483
1920	2,836	4,322	2,511	2,141	1,537
1921	2,848	4,321	2,498	2,153	1,592
1922	2,850	4,249	2,607	2,221	1,668
1923	2,781	4,177	2,716	2,280	1,744
1924	2,809	4,180	2,756	2,365	1,795
1925	2,875	4,184	2,796	2,441	1,846
1926	2,813	4,049	2,730	2,514	1,931
1927	2,750	3,977	2,729	2,473	1,927
1928	2,715	4,074	2,696	2,454	1,974
1929	2,612	4,171	2,662	2,435	2,022
1930	2,527	4,161	2,697	2,409	2,030
1931	2,565	4,151	2,752	2,423	2,041
1932	2,460	4,041	2,698	2,463	2,053
1933	2,400	3,930	2,664	2,448	2,120
1934	2,278	3,826	2,612	2,433	2,187
1935	2,373	3,717	2,568	2,433	2,185
1936	2,359	3,624	2,525	2,433	2,182

¹Thompson and Whelpton, Scripps Foundation for Research in Population Problems, Miami University, Oxford, Ohio.

²1911, 1912, and 1913, Biennial Survey of Education, 1918-20, statistics p. 47; 1914-36, U. S. Department of the Interior, Statistics of State School Systems.

³Italicized figures in the birth column may be compared with those 7 years later in the first grade, 9 years later in the third grade, etc.

It will be seen that the number of births started on a horizontal trend in 1914, dropped sharply in 1919, largely as a consequence of the influenza epidemic the previous year, then rose to a crest of nearly 3,000,000 in 1921, doubtless in part because of the return of the young men from the war and war camps and the spirit of optimism and hope that characterized the post-war period (fig. 1). In 1922 a decline in births occurred, associated with the depression of 1921 and doubtless other factors, and then a recovery that by 1924 almost reached the 1921 peak. Since 1924 the decline has been almost continuous. Between 1924 and 1930 (including the rise in 1930) the decline averaged 55,000 a year; during the depression years 1931-33 it averaged 91,000 a year, in part at least ascribable to the decrease in marriages. In 1933, as economic conditions improved, marriages increased, there being about 116,000 more in that year than in 1932. In 1934 about 95,000 more

children were born than in 1933, but in 1935 a slight decline in births (about 14,000) occurred, despite the continued increase in marriages (204,000 more in 1934 than in 1933), and in 1936 births were approximately 30,000 less than in 1935. For 1937 the preliminary estimates indicate a further decline in births.

Between 1921 and 1937 the number of births in the year decreased approximately 675,000, or about 23 percent, and the fertility rate (number of children under 5 per 1,000 women 20 to 44 years of age, inclusive) decreased over 30 percent. There are in the Nation about 940,000 fewer children under 6 years of age than there were 5 years ago, a decrease of 7.5 percent, about 982,000 fewer 6 to 9 years of age, inclusive, a decrease of nearly 10 percent, about the same number 10 to 13 years of age, and about 222,000 more children 14 to 17 years of age, an increase of 2 percent.

School Enrollment

The enrollment in the first grade of the public schools of the Nation started to decline in 1929 and since 1930 the decline has averaged 100,000 a year. This more rapid decline in enrollment in the first grade than in births

6 to 7 years previously may be attributed to the efforts to facilitate progress out of the first grade, to the effects of the depression and, perhaps, other factors. The decline in enrollment had reached the fifth grade by 1936 and has probably reached the seventh grade this year. In cities of over 100,000 population in 1930, the ninth grade contained a larger enrollment in 1936 than any grade except the first. The enrollment in the elementary schools of the Nation declined from 21,135,420 in 1932 to 20,392,561 in 1936, which is a decrease of 742,859. In 19 of the cities of over 100,000 population in 1930 the decrease was from 4,852,996 in 1932 to 4,169,730 in 1936, which is a decrease of 683,236. Apparently most of the decline in elementary school enrollment has taken place in a few large cities.

The crest of births in 1921 and 1924 is now reflected in a maximum high-school enrollment, which if prosperity permits, seems likely to persist for several years, since the children born in 1921 and 1924 are now about 17 and 14 years old, respectively. The increase in college enrollment, other factors remaining equal, should continue for 4 or 5 years. In view of the decrease of about one-fourth in births since 1921, it appears probable

POPULATION, NUMBER OF BIRTHS, AND AGRICULTURAL PRODUCTION; PERCENTAGE CHANGE, UNITED STATES, 1910-37

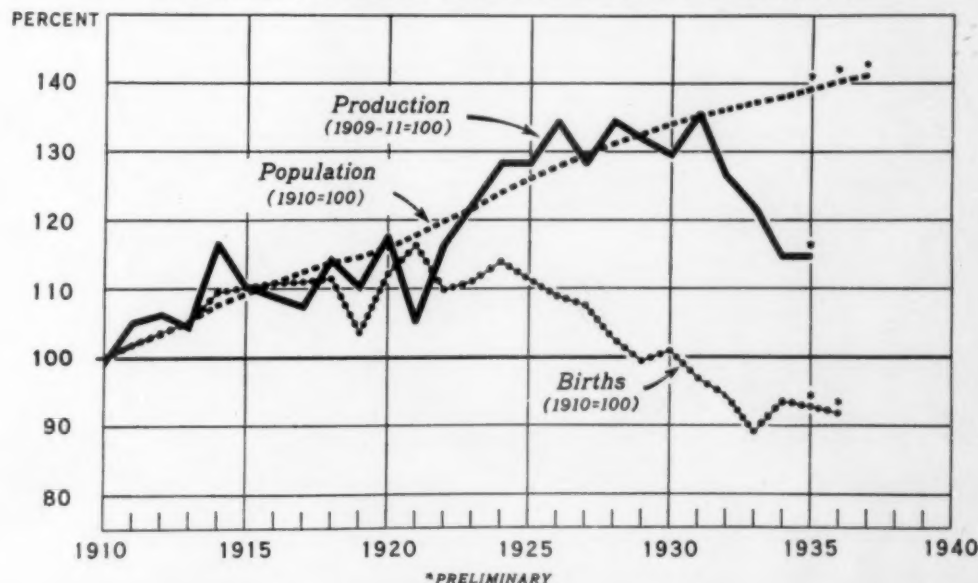


Figure 1.—The increase of population was remarkably steady until recently, only the influenza epidemic of 1918, which affected both births and deaths, causing a waver in the line. But in recent years the decline in births and the restrictions on immigration have caused a slowing down in the increase of population. Agricultural production, on the other hand, has fluctuated notably. But far more notable than the recent decline in agricultural production has been the 21-percent decline in births since 1924.

MOVEMENT TO AND FROM FARMS, 1920-36

BIRTHS AND DEATHS NOT TAKEN INTO ACCOUNT

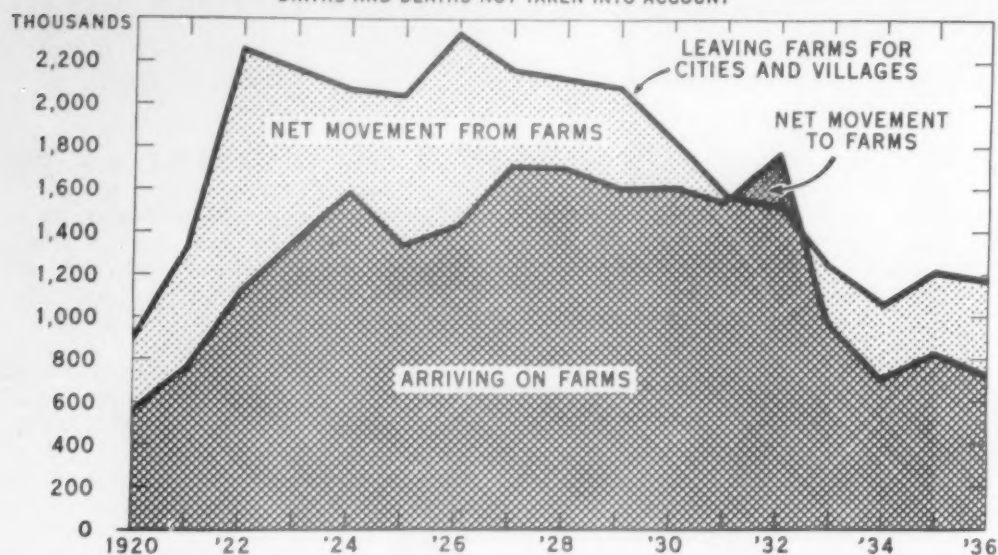


Figure 2.—From 1922 to 1929, inclusive, migration from the farms to the cities exceeded 2,000,000 each year—probably a larger movement than ever before in the Nation's history. Those were prosperous years in the cities and rather hard times for agriculture. But during those years many people returned to farms. The net migration from the farms during these 8 years averaged less than 700,000 annually. As the depression developed and jobs became scarce, the movement from farms dropped notably, while that to farms remained almost stationary through 1932, exceeding the movement from farms in 1932, but then fell to one-half the former level.

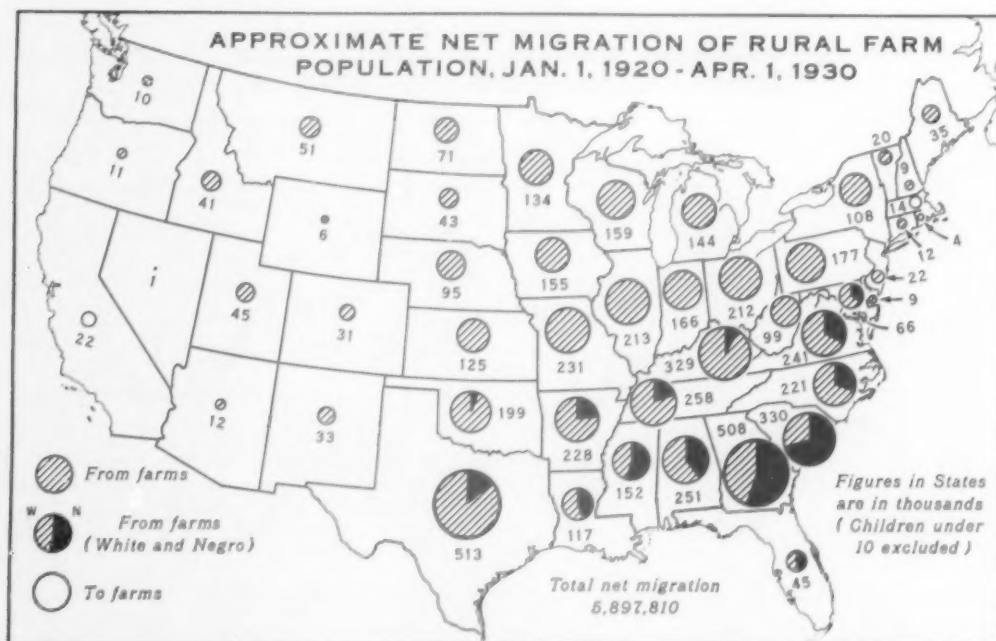


Figure 3.—About 60 percent of the 6,000,000 net migration from farms during 1920-29 was from the South. Most of these migrants were young people. The birth rate is high among southern rural people, and economic opportunity was less than in the North. If it costs \$2,000 to rear and educate a child to the age of 15 years on farms in the South, these 3,600,000 migrants from southern farms represent a contribution of \$7,000,000,000 made during the decade by the farm population of the South to other parts of the Nation, mostly to the cities.

that a decline in both high-school and college enrollment will set in within a decade. However, economic conditions may retard or accelerate this decline.

Population Prospect

Looking forward a couple of decades, the great uncertainty in the population prospect is not the total number of people in the Nation, or their age composition, except for the unborn children, but pertains to where the people will live. During the decade of urban prosperity, 1920-29, nearly half of the youth on farms, as they reached maturity, moved to the cities (urban areas), that is, the census of 1930 reported only 56 percent as many people on farms 25 to 29 years of age, as were reported 15 to 19 years of age in 1920. Apparently many youth went to the cities and returned to farms during the decade. The net migration was large in 1922, 1923, 1925, and 1926 (fig. 2). The movement of village youth (rural nonfarm) to cities (urban areas) just about balanced the movement of farm youth to villages. The net migration from farms was about 6,300,000 during the pre-depression decade, nearly 60 percent from the South (fig. 3), and probably half of these migrants were under 18 years of age. Some of these youth attended the city schools.

During the depression years migration from the farms was retarded by the inability of youth to obtain employment in the cities, and millions of people returned to farms seeking shelter and sustenance with relatives and friends or started little farms of their own (fig. 4). Many of these people brought children with them, and enrollment in the rural schools, especially in areas of poorer soils and around most industrial cities, increased notably. However, only in one year, 1932, did migration to farms exceed, apparently, that from farms in the United States as a whole. But in the States from Maine to Michigan and Tennessee, the dominantly industrial region, there was a net migration to farms during the 5-year period 1930-34 (fig. 5).

The extent and direction of rural-urban migration is evidently associated with periods of economic prosperity and depression. The decline in elementary school enrollment in the cities tends to be retarded during periods of prosperity by migration from the farms. During periods of economic depression the decline may be accelerated. However in high schools and colleges enrollment may increase temporarily because of inability of youth to obtain employment.

In conclusion, I should like to quote briefly from an article entitled *Population and Schools* by Dr. Rufus D. Smith, provost of New York University (published in *The Journal of Educational Sociology*, April 1936):

"Since the middle years of life will be strong in numbers in the United States for several decades longer, opportunities in the field of adult education will increase. It is very possible that the upper reaches of the educational

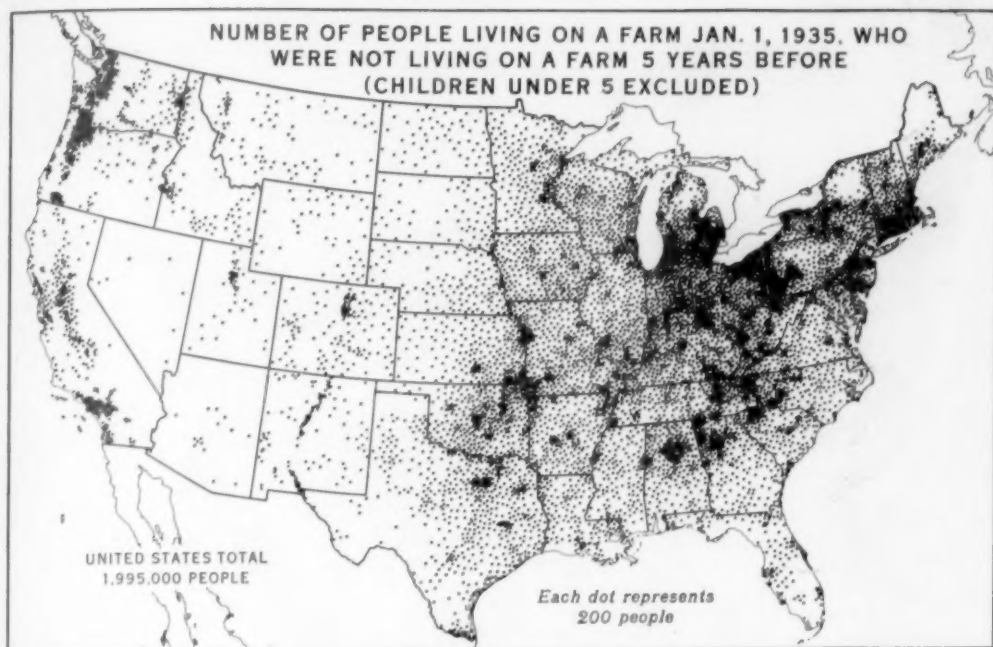


Figure 4.—The number of people living on farms in 1935 who were not living on farms 5 years before, exceeded the increase in farm population between 1930 and 1935, except in a belt extending from New Hampshire through southern New England, Pennsylvania, Ohio, and the Virginias to Tennessee, also except Florida, Arkansas, New Mexico, and Utah. Evidently migration from farms exceeded the natural increase in most of the States during the depression.

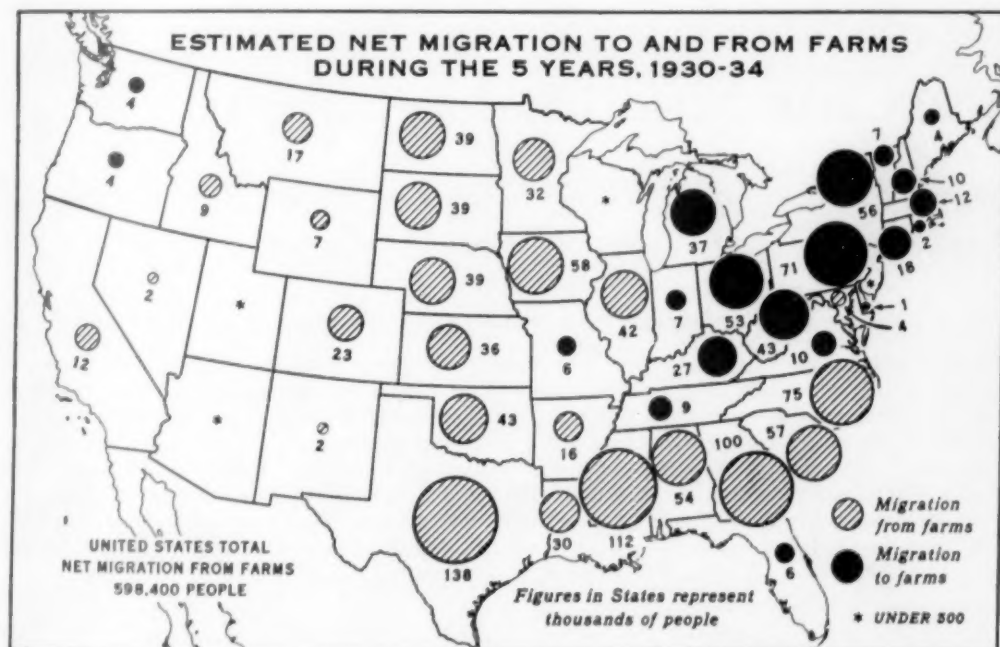


Figure 5.—From Tennessee and Michigan to Virginia and Maine, but excluding Maryland—that is, throughout most of the manufacturing belt and a little beyond—migration to farms during the depression years 1930-34, exceeded that from farms. These States are characterized also by dairying and general farming, and in the Appalachian Mountains by self-sufficing and part-time farms. In the Cotton Belt, in the prairie part of the Corn Belt, and in the Wheat Belt—areas of commercial agriculture and high proportions of tenancy in most parts—there is indicated a surprisingly large net migration from farms during the depression.

field will expand, while the lower ones will decline. But, in any case, population trends will take on added significance to every school administrator whether he be in elementary, high-school, college, or university affairs. When expansion was rapid, there were more than enough students for all and school administration demanded certain types of leaders. When numbers become stationary or decline, school administration may well be something very different. * * *

"Another field of adjustment will be found in the training of teachers. The easing of the pressure on external school facilities will make it possible to turn attention to quality in education. The need for a large increase in the number of new teachers will undoubtedly be lessened, while the demand for better teachers should increase. Normal schools training teachers for the elementary grades, for example, may have to divert part of their applicants into the field of adult education, even to other occupations. Schools of education will find it more necessary than ever to correlate their output with job opportunities. Many adjustments will be necessary as the decline in the number of pupils and students inevitably reaches up into the higher years.

"The United States stands at the beginning of an epoch, a turning point in its population history. The school, because it deals with children, will be among the first of our social institutions under the necessity of adjusting itself to this major reversal in the population trend of the Nation."

★

N. E. A. Publication

The educational policies commission of the National Education Association and the American Association of School Administrators recently issued a publication entitled *The Effect of Population Changes on American Education*. Readers interested in this may secure copies (50 cents each) from the National Education Association, 1201 Sixteenth Street NW., Washington, D. C.

★

Prevention of Eyestrain

The National Institute of Industrial Psychology of England has recently turned its attention to the prevention of eyestrain in copying from a blackboard. It was found that words in dark blue letters on a yellow board were read more quickly by 15.4 percent than white letters on a black surface, and in copying from these boards there was a saving of 10 percent in time for the blue characters on yellow.



Low Cost Forums for Smaller Communities

by John W. Studebaker, Commissioner of Education and Administrator of Forum Demonstrations
and Chester S. Williams, Assistant Administrator Forum Demonstrations

★★★ In recent years there has been a revival of the spirit and practice of the New England town meetings which played such an important role in the establishment of American democracy. There has been a renewed appreciation of the vital function of public discussion of public affairs. Thousands of forums and discussion groups have been organized by private and public agencies. Such forums as America's Town Meeting of the Air and the Chicago University Round Table have gained millions of listeners for their discussions of important national and international issues. Agencies of public education have recognized the forum as a successful method of adult civic education.

Like all other educational movements, the forum movement has grown out of a sense of need for enlightenment aroused by many civic and educational leaders. It has taken many forms and has been sponsored by all sorts of associations of people. The basic problem which confronts established systems of public

COOPERATIVE FORUM CENTERS, 1938

Each of the symbols on the above map represents one school district and indicates the frequency of meetings. The superintendents of schools in the following cities or towns are chairmen of the cooperative committees: Alabama, Birmingham (County); Arizona, Phoenix; Idaho, Pocatello; Illinois, Herrin; Indiana, Anderson; Kentucky, Lexington; Louisiana, Jennings; Michigan, Kalamazoo; Mississippi, Gulfport; Montana, Butte; New Jersey, Belvidere (County); New Jersey, Somerville (County); New Jersey, Freehold (County); New Mexico, Santa Fe; Oklahoma, Norman; Pennsylvania, Tyrone; South Carolina, Columbia (University); Vermont, Montpelier (State Superintendent); Virginia, Lynchburg; Wyoming, Cheyenne.

education is one of practical administration of a community program of free public discussion. This problem has been foremost in the forum demonstration efforts of the Office of Education in cooperation with more than a hundred local school systems in the past 2 years.

In 1936-37 the forum demonstrations attempted to deal with two administrative situations. First, the administrative practicability of managing forums in the larger cities with populations of 100,000 or more was dem-

onstrated. These cities were divided into forum districts and neighborhoods where weekly and semimonthly forums were held close to the homes of the people. Second, a plan was developed for associating all of the school districts in a county or in a few cases, in several counties, for the purpose of administering forums for the entire area. The report for 15 months of these types of demonstrations is contained in an Office of Education bulletin, entitled "Choosing Our Way" (Bulletin 1937,

Miscellany No. 1, price 35 cents, from the Superintendent of Documents, Washington, D. C.).

Plan for Small Communities

The emphasis in the 1938 program sponsored by the Office of Education was placed on the problem of organizing and administering forums in communities with populations between 1,000 and 25,000. This article presents a description of the plans worked out for co-operative forum demonstrations in the places shown on the map. The primary objective was to suggest plans by which several educational systems of limited resources might pool their funds to provide educational forums under qualified leadership. The plans outlined here are merely illustrative and do not by any means exhaust the possibilities for cooperative organization.

Competent Leadership

Inherent in the demonstrations in 1938 as well as in 1936-37 is reliance upon competent leadership. It is assumed that in adult education, as in education for children and young people, much depends upon trained leadership. Adults require leadership skilled not only in the techniques of discussion but capable of providing resources based on broad scholarship as well. Therefore, a basic and minimum program is built upon the personality and skill of one or more leaders.

The cooperative forum demonstrations have sought to demonstrate a practical means by which a leader serving on a full-time basis, may be shared by several school districts. The plan shows how an outstanding leader of public discussion may be jointly employed for full-time work in a number of communities located near each other at a salary that will attract able leaders without placing a large burden of expense on any one community.

Cooperative Forums

The 1938 program creates an administrative pattern which usually associates four or more relatively small communities in a general area for the purpose of sharing one full-time forum leader.

The "cooperative" forums were based on the following principles:

- Distribution of leader's time.—
- 1. Communities under 5,000—one meeting every other week.
 - 2. Communities with populations ranging from 5,000 to 15,000—one meeting per week.
 - 3. Communities with populations over 15,000—two meetings per week.

Local needs, interests, and financial ability were taken into consideration in applying the principles and in developing the schedules.

Administrative responsibility.—Each superintendent participating in the cooperative set-up is responsible for the meetings conducted in the community under his educa-

tional jurisdiction. The several superintendents form a committee and select one of their number to act as chairman. This committee decides upon the subjects to be discussed, the weekly schedule of the forum leader and certain promotional plans of a general nature. This committee also delegates the responsibility for investigating the qualifications of possible leaders and agrees upon the leader or leaders to be invited to conduct the meetings.

The illustration on the right shows how this pattern is applied to a group of communities in New Mexico

Sample Schedule and Costs

Schedule of meetings

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
First week	Santa Fe	Las Vegas	Espanola	Albuquerque	Belen	Albuquerque
Second week	Santa Fe	Las Vegas	Santa Fe	Albuquerque	Bernalillo	Albuquerque

Budget—34 weeks' program

1 forum leader (full time)	\$5,000
Contingent expenses (including travel)	500
Total	5,500

Apportionment

Town	Number of meetings	Population	Cost
Santa Fe	51	16,000	\$1,375.00
Las Vegas	34	9,000	916.67
Albuquerque	68	26,000	1,833.31
Espanola	17	3,000	458.34
Belen	17	2,200	458.34
Bernalillo	17	2,200	458.34
Total	204	58,400	5,500.00

This estimated budget is on the basis of 34 weeks although the New Mexico project was actually operated for only 12 weeks with three different leaders serving 4 weeks each.

The suggested amount in the budget for contingent expenses may be inadequate for cooperative forum centers where the distances between the cooperating communities are great and, therefore, the cost of transportation of forum leaders to meetings proportionately higher.

Due to the fact that the 1938 demonstrations were for such short periods (9 and 12 weeks) and the time for planning so limited it was impossible to follow the usual procedure in selecting forum leaders for these centers. A committee composed of four school superintendents and one forum director engaged in selecting forum leaders for their own communities during the 1936-37 program selected the forum leaders to be offered to the 19 cooperative committees. The members of this committee were Floyd B. Cox, county superintendent of schools, Monongalia County, Morgantown, W. Va.; Willis A. Sutton, superintendent of schools, Atlanta, Ga.; Claude V. Courter, superintendent of schools, Cincinnati, Ohio; Carl G. Leech, county



NEW MEXICO DEMONSTRATION

The leader works half of the week in one place conducting meetings in towns in that area and the other half of the week in the second place to be near the towns in this area.

superintendent of schools, Delaware County, Media, Pa.; and Katherine M. Kohler, director, adult education, Minneapolis, Minn.

Insofar as possible the individual leaders selected by this committee were assigned to centers on the basis of the wishes of the respective cooperative committees.

Steps Toward Organization

State leadership.—One method of initiating cooperative forum programs involves the leadership of the State department of education. State educational leadership may call together superintendents from small communities located within short distances of each other to discuss practical plans for financing and operating this type of adult education. In States where State funds are available for adult education this approach has particular significance.

Individual superintendent or local school board.—The superintendent or local school board in any small community may take the initiative in organizing a cooperative forum program by calling a conference of the representatives of three or more nearby school districts. In States where the county superintendent and school board have jurisdiction over all schools, in each county, and where the populations of certain counties are too small to warrant individual county action, several counties may constitute a cooperative organization following the general pattern suggested.

Combinations of cooperative centers.—It is to be expected that the development of cooper-

ative forum plans will follow the natural line of interest of the local educational leaders. The establishment of a cooperative forum center in a general area or State will naturally promote interest in other parts of the State or area. When two groups of communities in a State or general area are organized, cooperative arrangements may be made between them for the exchange of leadership in order to lend variety to the programs.

A special project in New Jersey operating for 9 weeks in 1938 involves three groups of small communities in three parts of the State. Each leader will conduct meetings for 3 weeks in each cooperative forum center.

The accompanying map shows the plan of the New Jersey project. This is a 9 weeks' demonstration. Each of the three groupings of cooperating communities will have three forum leaders for 3 weeks each. If the program were organized for 34 weeks, each leader would be able to serve the same group of forum centers for a period of 10 or 12 weeks thus achieving both greater continuity and variety.

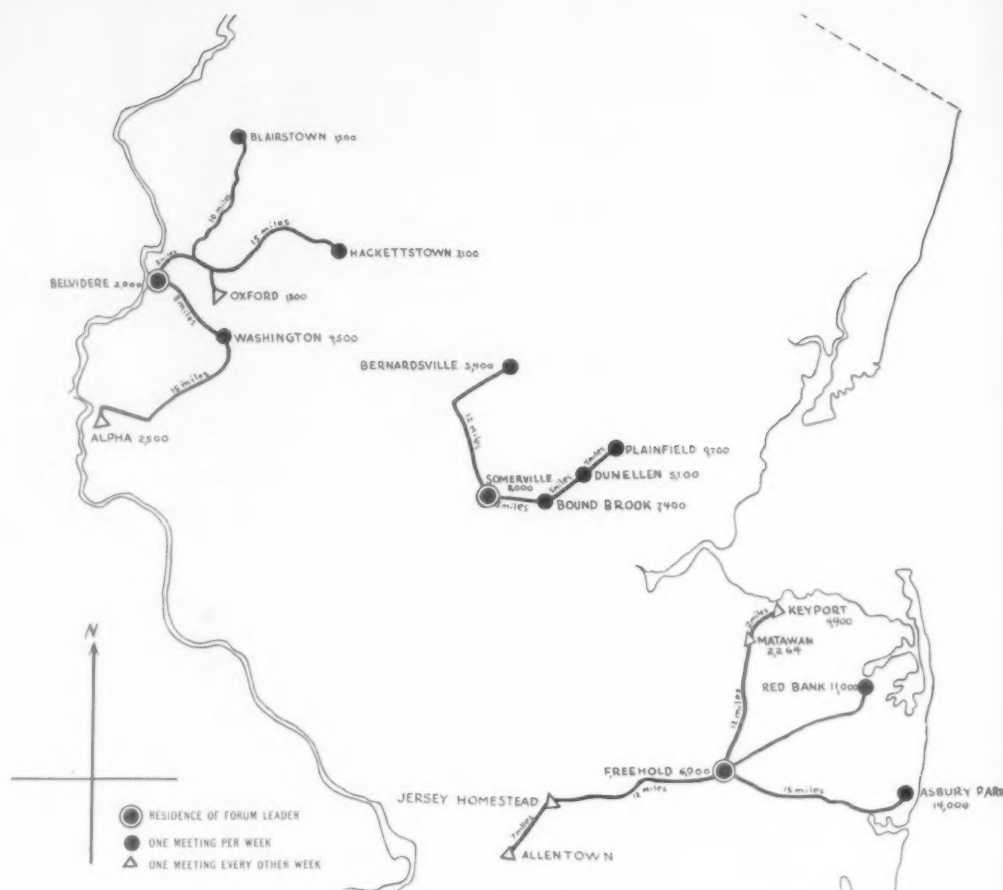
While the budget and schedule of meetings used here as an illustration call for a program of 34 weeks it is realized that a good beginning can be made at proportionately less cost by operating programs for 12, 15, or 18 weeks. The main problem to be met is locating forum leaders, many of whom must secure leaves of absence on the basis of an academic year. It is possible, however, to secure some forum leaders on a semester basis beginning about September 15 and running through January or beginning in February and running through June 15.

In the sparsely settled States where communities are widely separated it may be practical to share leadership by scheduling the meetings for an entire week in each of four or five places thus enabling the forum leader to travel over the week ends.

A county system of public forums may logically evolve from one or more cooperative centers within the county. Under the cooperative plan a few small communities may inaugurate the program irrespective of the readiness of other school districts in the county. Later, school systems in a county or several counties may find it desirable to establish a central administrative organization to schedule and promote forums throughout the area.

Results of Good Leadership

The objective of the planning group should be to secure for service in the area one or more real leaders of public discussion to awaken new interest in public affairs; to guide discussion; to promote the free exchange of opinion; to mobilize the citizenry for frank and free discussion; to inspire confidence in democratic processes; and to introduce the results of research to an increasingly large group of adults. Success depends upon the vitality of the personalities sponsored as forum leaders. In addition to five or six regularly scheduled



NEW JERSEY DEMONSTRATION CENTERS

Towns marked by a double circle indicate the residences of the forum leaders. This project runs for 9 weeks between April 11 and June 10. Each leader conducts meetings for 3 weeks in each of the centers. The symbols indicate the frequency of meetings. The budget for each cooperative center would be similar to the suggested budget for the New Mexico demonstration.

meetings for which a leader is usually responsible, other types of service to the community may be expected. Among these the most important are:

1. The development of small informal discussion groups and study circles led by volunteer leaders functioning as a result of the inspiration and with the help and guidance of the forum leader.
2. The establishment of small classes of local leaders to study the techniques and processes of leading public meetings and discussions democratically.
3. The development of forums for young people in the high schools and colleges under the immediate counsel and direction of principals, social studies teachers or professors, assisted in the planning process by the forum leader.
4. The organization of listening groups using various radio programs as the basis for discussion.
5. The conduct of special meetings on local, national, or international questions of special significance involving presentations of conflicting opinions by local civic, labor, political, or business and professional leaders. The forum leader may be expected to inspire local

initiative and to counsel local leadership in the preparation for and in the conduct of the meetings.

The budget suggested presents a per meeting cost of about \$30. However, the impact of good leadership upon the intellectual and spiritual life of the people is expressed in much more study, discussion, and reading than would be represented by the regularly scheduled meetings.

It is interesting to note that in the cooperative centers established in 1938 in the smaller communities the average attendance per meeting is much larger than in the city and county projects operated in 1936-37. In these smaller communities response to forums is proportionately much greater and the energy required for promotion much less.

Planning for 1938-39

We hope that many representatives of the smaller school districts will participate in conferences this year to develop definite plans for conducting cooperative forum programs during the next school year. The demonstrations which the Office of Education has sponsored will achieve their purpose if

they stimulate the development of similar programs, not only in the States where the demonstrations have been located but in all parts of the country.

No worth-while educational enterprise can be developed without an investment of time and money. We do not take the position that the forum demonstrations thus far conducted under the auspices of the Office of Education represent the only means of organizing this type of adult education. But we do emphasize that the important and difficult job to be done requires educational statesmanship and some investment of educational funds.

We do not believe that the needs of adults for civic education can be met by the use of volunteer leaders only, and through schemes requiring practically no investment, any more than that the needs of children and young people for educational programs can be so met. The cost of adult civic education should not be reduced below the point consistent with principle of competent leadership.

The demonstrations show that at a total cost of approximately \$25 to \$35 per meeting, dynamic and well-qualified leaders can be secured for a school semester or a school year to conduct meetings in a series on a monthly salary basis. A system based on securing speakers for single addresses cannot secure comparable leadership at these rates. Furthermore such a system fails to secure the educational advantages of continuity, group counseling and follow-up which may be expected from leaders who are engaged to conduct series of meetings running for several weeks or months.

We believe that a basic and minimum program involving competent, professional leadership should be and will be supplemented by programs of discussion and study under volunteer and part-time local leadership. But we are convinced that the latter development is dependent for its vitality and usefulness on the careful planning of the basic program.

We hope that both State and local leadership of public education will make efforts to initiate many local forum programs with local resources this year. We trust that the experience and administrative experimentation of this Office may prove of value in the development of local plans in all parts of the country.



QUESTIONS AND ANSWERS

- Q. *How can detailed information be secured concerning cooperative forums?*
- A. Write to the Office of Education, United States Department of the Interior, Washington, D. C. Secure from the Superintendent of Documents, Washington, D. C., copies of the publications listed with this article.

Q. *Are Federal funds now available to finance cooperative forums?*

A. Not at the present time. The Office of Education has used its appropriations to establish a few demonstrations to stimulate the development of many permanent local programs financed by State or local communities. Any additional appropriations that might be made will be invested on this principle. However, the Office of Education will study and use for future reference any requests for financial assistance.

Q. *How can a community secure competent forum leaders?*

A. A cooperative committee should designate one of its members to make a careful search in the light of local needs and interest. The Office of Education does not recommend forum leaders but will help by making available personnel data from our files on leaders who have previously been selected by local authorities and have served demonstration centers. "Choosing Our Way" contains many suggestions on finding forum leaders.

Q. *Are the State departments of education taking leadership in the forum movement?*

A. Many State departments of education are active in this field. Thirty-six State conferences on adult civic education through forums, organized by State departments of education, are being conducted this spring. Others will be planned later. Reports of these conferences may be secured from the respective State departments of education and a general summary of all the conferences may be secured from the Office of Education in June 1938.

Q. *Should the forums be free to the public?*

A. It is generally considered desirable. However, in some cases school systems have collected a small registration fee for a series of forums from the persons who attend the meetings to augment the public funds invested in the educational enterprise.

Q. *How can advice and counseling be secured that will help in applying the cooperative forum plan to a local situation?*

A. Communicate with the Office of Education, outlining in detail the local situation and posing the problems peculiar to the situation. You will receive specific suggestions based on the accumulated experience of the Office.



FORUM PUBLICATIONS

CHOOSING OUR WAY, *A Study of America's Forums, 1937, Miscellany No. 1. Price, 35 cents.*

Analyzing the programs of the 19 demonstration centers and presenting a survey of 431 other forums.

FORUMS FOR YOUNG PEOPLE, 1937, *Bulletin No. 25. Price, 15 cents.*

A study of forum programs in high schools and colleges and for out-of-school youth.

PRINTED PAGE AND THE PUBLIC PLATFORM, 1937, *Bulletin No. 27. Price, 20 cents.*

A handbook dealing with the relation of reading to discussion and of libraries to forums.

PUBLIC AFFAIRS PAMPHLETS, 1937, *Bulletin No. 3. Price, 10 cents.*

An annotated bibliography of 660 pamphlets by various publishers.

SUPPLEMENT NO. 1 to *Bulletin 1937 No. 3. Price 10 cents.*

Brings this index up to date by listing 500 additional pamphlets.

A STEP FORWARD FOR ADULT CIVIC EDUCATION, 1936, *Bulletin No. 16. Price, 10 cents.*

A preview of the program planned for September 1936 to January 30, 1937, in 10 demonstration centers.

EDUCATION FOR DEMOCRACY, 1935, *Bulletin No. 17. Price, 10 cents.*

A brief digest of the Des Moines forum plan and special attention to techniques of operating forums.

These publications may be secured from the Superintendent of Documents, Washington, D. C., at the prices indicated. Orders for 100 or more copies of any given title receive a 25-percent reduction in price.



EDITORIAL



SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT JULY AND AUGUST
BY THE
UNITED STATES DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION

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Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

MAY 1938

On the Cover

This month's cover presents a picture of the Lincoln Memorial. This beautiful shrine is visited daily by a multitude of men, women, and children of almost every race, creed, and circumstance. Thousands of students are among this multitude, particularly at this time of year, when student tours to the Nation's capital are so numerous.

Thus the great Lincoln, not only by his deeds but by the beautiful memorial erected to his memory, lives on as an inspiration to youth for generations to come.

Among the Authors

O. E. BAKER, senior agricultural economist, United States Department of Agriculture, contributes an article this month in which he discusses some implications of the *Population Prospects to the Public Schools*. Dr. Baker concludes: "The United States stands at the beginning of an epoch, a turning point in its population history. The school, because it deals with children, will be among the first of our social institutions under the necessity of adjusting itself to this major reversal in the population trend of the Nation."

COMMISSIONER STUDEBAKER presents detailed information on *Low Cost Forums for Smaller Communities*. The Commissioner emphasizes the hope "that many representatives of the smaller school districts will participate in conferences this spring to develop definite plans for conducting coopera-

Searching for Peace

A FEW DAYS AGO I asked an international radio audience to join me in a brief expedition back to the cold day of February 26, 1919. The Great War was over. In the Auditorium Theater in Chicago, 10,000 school officials were gathered. Based on my own personal experience with the Junior Red Cross and speaking of the service of the junior members, I said to that 1919 assemblage: "These children who have felt the glow of happiness caused by unselfish and wholehearted service will never be content to settle back to interests solely personal and local. They face a future filled with demands for international understanding and helpfulness. The American children are not 'quitters'. They will be as strong in the constructive pursuits of peace as in the trying emergencies of war. Let us put new meaning into education and through it develop in the hearts and minds of the millions of children in American schools the spirit and understanding that will save the world from selfishness and hasten the day when a real and lasting peace shall settle upon all the peoples of the world."

Today, 19 years later, we are still searching for that lasting peace. The Junior Red Cross has done great service in extending international understanding and helpfulness. Everyone who can read the newspaper or listen to the radio knows that assured peace is still a goal unattained. Today I repeat with enduring conviction: "Let us develop the spirit and understanding that will save the world from selfishness and hasten the day when a real and lasting peace shall settle upon the peoples of the world."

J. W. Studebaker

Commissioner of Education.

tive forum programs during the next school year. The demonstrations which the Office of Education has sponsored will achieve their purpose if they stimulate the development of similar programs, not only in the States where the demonstrations have been located but in all parts of the country."

HOWARD W. OXLEY, director of CCC camp education, in his article this month, deals with the subject of *Graduate Students Study CCC Education*. Mr. Oxley states that "Studies by graduate students have already helped to pave the way for informal education in the camps and to explore the training possibilities there. Most of these studies, however, have been general in nature and have dealt with major trends. It is felt that in the future the studies that will probably make the most effective contribution will be those that examine one or two specific problems of CCC education

and make recommendations concerning improved methods and techniques."

EDITH A. WRIGHT, assistant in research bibliography, in the Office of Education Library, describes the *Thesis Collection of the Library*. Miss Wright points out the advantages of having all these theses collected at one center and available for interlibrary loan purposes.

TIMON COVERT, specialist in school finance, presents data on *Federal Funds for Education*. His article contains a table showing the amount of Federal nonemergency funds authorized or expended for educational purposes for the year 1937. Mr. Covert points out that in spite of allotments for emergency education purposes the major part of the cost of education was carried (in 1937) as usual by the State, county, and local governments.

Convention Bulletin Board

★★★ June brings conventions in many fields of education and many parts of the United States and Canada.

In line with its general theme of "The Responsibility of Education in Promoting World Citizenship," the National Education Association, meeting in New York City June 26-July 1, will be greeted by educators, diplomats, and other leaders from many countries.

Mrs. Roosevelt at N. E. A.

Mrs. Franklin D. Roosevelt will preside over a special international program at which Hon. Sumner Welles, Assistant Secretary of State, and two ambassadors will speak. At other sessions will be heard Mayor Fiorello LaGuardia of New York City and Leo Wolman, of the National Bureau of Economic Research, who will speak on "Labor and Industry." Pearl S. Buck will be among the speakers on "What the Arts Contribute to World Citizenship."

Sectional meetings will be devoted to equal opportunity for children, radio and visual education, and youth problems. A symposium by organizations interested in education will hear, among other leaders, Dean Russell of Teachers College, Columbia University, and Mrs. J. K. Pettengill, president of the National Congress of Parents and Teachers.

League of Teachers Associations

The National League of Teachers Associations will meet in New York City during the N. E. A. convention. Conferences and discussion will center on such topics as teacher load, tenure, retirement, leave, and single salaries. Following the meetings in New York the league will sponsor a 2-week intensive course on "The Teacher as a Community Leader" under Dean Partch of the School of Education, Rutgers University, New Brunswick, N. J.

Business Education

Under the auspices of the University of Chicago will be held the Fifth Conference on Business Education, June 30 and July 1. Leaders in education, in labor, and in business will discuss "Business as a Social Institution."

Among the speakers will be President Robert M. Hutchins and Prof. William F. Ogburn of the University of Chicago, President George M. Harrison of the Brotherhood of Railway Clerks, and Paul H. Nystrom, president of the Limited Price Variety Stores Association and chairman of the Federal Advisory Board for Vocational Education.

Ernest A. Zelliot, director of commercial education in the Des Moines schools, will preside over a session on educational program and procedures, at which Profs. Floyd W. Reeves and Arthur W. Kornhauser of the University

of Chicago and Harald G. Shields of the Prince School, Simmons College, will speak.

Visual Education

Also in Chicago will meet the Eighth National Conference on Visual Education, June 20-23. Educators from many sections of the country will discuss their experiments with visual education at the elementary, secondary, and college levels. Superintendent H. E. Ryder of the Sandusky County, Ohio, schools will describe a cooperative film library and L. W. Cochrane, director of the visual education service of the State University of Iowa, will speak on educational film distribution in that State. Other educators will discuss evaluation of films and experiments in visual education in such varied fields as the teaching of dentistry and character education.

American Library Association

Several sessions of the sixtieth annual conference of the American Library Association in Kansas City, Mo., June 13-18, will interest educators. An adult education round table will center about personnel and program problems. Prof. Dora Smith of the University of Minnesota will address the school libraries section, which will witness the awarding of the Newbery medal for the most distinguished children's book of 1937 and the Caldecott medal for the most distinguished American picture book for children published in the United States in 1937. Other sessions on adult education for the foreign born, educational films, and work with teachers and school administrators bear directly upon educational problems.

School Administrators Meet

At the George Peabody College for Teachers, Nashville, Tenn., the ninth annual school administrators' conference will meet on June 9-11. At least 30 States will be represented. The program centers around the question, "What are the educational implications of the socio-economic problems confronting southern regions?" One hundred leading superintendents of schools have agreed to give brief answers to the question. Addresses by prominent editors are also planned.

On Your Calendar

Other meetings about which details are yet to be announced are included in the following concise schedule:

- AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. Ottawa, Canada. June 27-July 2.
- AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND. Lansing, Mich. June 27-30.
- AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF. Detroit. June 27-July 1.



Helen K. Mackintosh is the newly appointed elementary education specialist on the Office of Education staff. She assumed her duties last month.

Dr. Mackintosh, for the past few years, has been associate professor and head of the Department of English in the Miami University School of Education, Oxford, Ohio. She holds the A. B., M. A. and Ph. D. degrees (majoring in education) from the State University of Iowa. Among her experiences are: Teacher and supervisor in the Elementary School of the State University of Iowa; assistant professor of elementary education, University of Pittsburgh School of Education; supervisor later elementary grades and supervisor open-window rooms, Grand Rapids (Mich.) Public Schools. At summer sessions of the University of Michigan, State University of Iowa, University of Nebraska, and University of Maine, Miss Mackintosh has been a lecturer in elementary education fields.

★★★

- AMERICAN LIBRARY ASSOCIATION. Kansas City, Mo. June 13-18.
- NATIONAL CONFERENCE ON VISUAL EDUCATION. Chicago. June 20-23.
- NATIONAL EDUCATION ASSOCIATION. New York City. June 26-30.
- NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS. New York City. June 25-30.
- NEW ENGLAND HEALTH EDUCATION ASSOCIATION. Cambridge, Mass. June 3-4.
- SCHOOL ADMINISTRATORS CONFERENCE. Nashville, Tenn. June 9-11.
- SPECIAL LIBRARIES ASSOCIATION. Pittsburgh June 21-24.

ROMA K. KAUFFMAN

Federal Funds for Education

by Timon Covert, Specialist in School Finance

★★★ The Federal Government provided, exclusive of grants and loans for school buildings through the Federal Emergency Administration of Public Works, more than \$135,000,000 for education during the fiscal year ended June 30, 1937. While this may appear to be a large sum, it represents, of course, only a minor part of the total of public funds spent for education that year. Complete data on expenditures for education for the year are not available, but the amount the Federal Government provided was probably less than 9 percent of the total. In spite of allotments for emergency education purposes the major part of the cost of education was carried as usual by the State, county, and local governments.

The funds from the Federal Government for the year 1937 may be classified, first, as those provided for education activities carried on under normal financial conditions, and, second, as those provided as a part of the emergency program. Accordingly, the data in the accompanying tabulation show the amount of and purpose for which funds were provided under the first category.

Funds which were provided for use of agencies of the Federal Government and/or State governments engaged primarily in educational work are included in the tabulation. Other funds, such as those for certain activities within the Children's Bureau of the United States Department of Labor, were provided for purposes closely akin to education; however,

they are primarily for other purposes. Those listed are fairly easy to identify and classify as funds for educational purposes. The list may not be complete, but it includes most of the funds which the Federal Government provides for educational purposes of a nonemergency nature. In some cases the appropriations are

continuing as are those for vocational education. In others, they are authorized annually by act of Congress as are the appropriations for expenses of the Office of Education and for the government of the District of Columbia, including the District's educational program.

Amount of Federal Nonemergency Funds Authorized, or Expended for Education Purposes for the Year 1937

Office of Education: For administration, research, and service by the Office in Washington, D. C. ¹	\$742, 060
Apportionment to the States and Territories for vocational education and rehabilitation (total)	38, 913, 148
1. To land-grant colleges (subtotal)	\$27, 051, 686
(a) For instruction in agriculture, mechanic arts, etc. ²	4, 030, 000
(b) For agricultural extension service ³	17, 125, 014
(c) For agricultural experiment stations ⁴	5, 896, 672
2. For vocational education at secondary level ² (subtotal) ⁵	10, 386, 603
(a) For training of teachers	1, 115, 000
(b) For agricultural education	4, 098, 020
(c) For trade and industrial education ⁶	4, 122, 191
(d) For home economics education	1, 051, 392
3. For vocational rehabilitation ²	1, 474, 859
Office of Indian Affairs (total) ⁷	9, 452, 375
1. For support and education of Indian pupils at 19 nonreservation schools	\$2, 606, 475
2. For the support of Indian schools not otherwise provided for, including pupil-transportation costs, tuition to public schools, and expense of pupils placed with families for educational purposes	6, 124, 020
3. For education of natives of Alaska ⁷	721, 880
Federal oil and mineral royalties ⁸	1, 952, 060
National forest funds ⁹	995, 891
Public land and timber sales ¹⁰	15, 000
Public-land sale grants ¹¹	
Howard University	675, 000
National Training School for Boys	12 225, 000
Columbian Institution for the Deaf	132, 000
Public Schools of the District of Columbia ¹³	1, 573, 061
U. S. Military Academy ¹⁴	12 3, 092, 104
U. S. Naval Academy ¹⁴	12 1, 911, 196
Four State Marine Schools ¹⁵	100, 000
Public Schools in Panama Canal Zone	16 433, 000

¹ Includes amounts authorized for the Vocational Education Division, formerly the Federal Board for Vocational Education, and for administering CCC educational program.

² Administered by the Office of Education.

³ Administered by the United States Department of Agriculture.

⁴ Administered by the United States Department of Agriculture and includes cost of administration, research and service of the staff in Washington, D. C., and of the printing of official experiment-station documents.

⁵ The amounts indicated are the maximum amounts authorized for apportionment to the several States and Territories. In case a balance remains from a preceding year's apportionment in any State, the apportionment to that State is reduced accordingly.

⁶ A certain part of this sum may be used for home-economics education.

⁷ Does not include personal services and expenses of the National Office in Washington, D. C., except those for the

section dealing with education of natives in Alaska.

⁸ Amount accrued for fiscal years 1936 and 1937 for roads or schools for all States receiving such funds except Oregon; 37½ percent of receipts from bonuses, royalties, and rentals received by the Federal Government is paid to the State within whose boundaries the leased lands or deposits are located, with the exception noted.

⁹ 25 percent of the current national forest receipts, chiefly from timber and grazing rights, is paid to the States for public roads and schools of the counties in which the forests are situated.

¹⁰ Certain counties in Oregon contain land which has been turned back to the United States Government; 25 percent of income from the sale of such land or timber sold from it goes to the State for the counties for roads, port districts, and schools.

¹¹ Amount accrued for fiscal year 1936 for roads or schools; 5 percent of the receipts from the sale of public lands within

(Concluded on page 330)

Inquiries

coming to the Office of Education indicate that many citizens of the United States believe that public education in our country is supported wholly by the Federal Government, while many others do not realize that the Federal Government provides a considerable amount of financial assistance for education each year. This article analyzes those non-emergency funds which were supplied by the Federal Government for education during a recent year. Another article in a later number of SCHOOL LIFE will discuss emergency funds which were allotted to education during the same year.



The Constitution of the United States—mural in the National Archives Building.



New Government Aids FOR TEACHERS

by MARGARET F. RYAN



FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

● Orders for many copies of *The Story of the Constitution* for use in commencement exercises have been coming in from high schools and colleges, according to the United States Constitution Sesquicentennial Commission. Literal reprints of the United States Constitution and amendments and other great State papers are included in this publication, together with historical and analytical articles and portraits, and facts regarding the origin of the Constitution, its meaning, and its importance in our daily life.

A standard or board-cover edition, with Howard Chandler Christy's painting of "We the People" in color, on the cover, may be had for 15 cents; in quantities of 10 or more, 10 cents each.

A special de luxe edition printed on coated paper and bound in leatherette covers stamped in gold sells for 50 cents.

Send all orders to the United States Constitution Sesquicentennial Commission, House Office Building, Washington, D. C., and make all remittances to the order of the *Treasurer of the United States*.

● *Guides to Traffic Safety*.—Prepared by the executive committee of the National Conference on Street and Highway Safety and published by the United States Department of Agriculture—outlines some of the best methods known today for securing traffic safety and summarizes the traffic safety situation.

Municipal or town safety commissions or councils, grammar and high-school teachers, parent-teacher associations, librarians, clubs and chambers of commerce, and the individual citizen eager to understand the safety situation will find this pamphlet helpful. Copies are available from the Superintendent of Documents at 10 cents each.

● *Bibliography on Highway Safety*, another Department of Agriculture publication (Miscellaneous No. 296), lists references to books, articles printed in technical and other periodicals, and publications of societies pertaining to highway safety. Free to teachers and librarians.

● In current issues of *Public Health Reports* may be found the following articles: The Age of Female Workers in Different Geographical Regions, No. 1, pp. 4-16; A Study of the Variations in Reports on Hospital Facilities and Their Use, No. 1, pp. 17-25; Health Service Data Gathered by the Family Survey Method, No. 12, pp. 439-46; A Study of Dental Care in Detroit, Mich., No. 12, pp. 446-59. Each number, 5 cents.

● *Architectural Acoustics*, Bureau of Standards Circular C418, provides the necessary basic information to architects, engineers, and others interested in the effective use of acoustic materials in auditoriums. Tells how noise can be reduced in offices, cafes, public

buildings, and other occupancies. Auditoriums which are acoustically defective may generally be corrected by the proper application of acoustic materials, and rooms in which the noise level is unduly high may be treated so as to greatly reduce the noise level. Price, 5 cents.

● The development of State Welfare Administration, the work of the Department of Social Welfare, and State services for children are given in *A Historical Summary of State Services for Children in New York*, Children's Bureau Publication No. 239—Part 2. Price, 10 cents.

● As a result of the demand by libraries and educational institutions for copies of the chart of the Government of the United States which appeared on page 172 of the February issue of *SCHOOL LIFE*, a reprint has been made. The following nominal prices are quoted for those who may desire the chart in quantities:

Quantity	Price	Quantity	Price
1,000-----	\$1. 50	250-----	\$0. 50
500-----	1. 00	100-----	. 20

● Two new illustrated annual reports of governmental agencies are available, namely, the *Third Annual Report of the Archivist of the United States*—a detailed statement of all accessions and of all receipts and expenditures and reports on the work of the 18 offices and divisions; and the *Report of the Rural Electrification Administration*, showing the advances made in the past year in making electricity

available to American agriculture, particularly in home economics instruction and in classes in practical agriculture in rural schools. At a later date copies of the report in abbreviated form will be forwarded to all teachers of vocational agriculture. These annual reports sell for 25 cents and 20 cents, respectively.

● Librarians will be interested in the latest *Bibliography of North American Geology*, Geological Survey Bulletin 892 (50 cents), which also includes references to paleontology, petrology, and mineralogy.

● For many years great interest has been shown in providing facilities for wholesome play for children. More recently interest has been extended to leisure-time programs that include recreational, educational, and cultural

activities for all members of the family. Children's Bureau Publication No. 241 *Development of a Leisure-Time Program in Small Cities and Towns* suggests programs. Price, 5 cents.

● The 243-page *Report of the Advisory Committee on Education* to the President on the Federal relationship to State and local conduct of education is now available from the Superintendent of Documents at 35 cents a copy.

The present situation in the schools, inequality of educational opportunity, and national interest in education are discussed under the heading "Education in the National Life." Opportunity in the public schools, education and adjustment of youth, educational services for adults, library service for

rural areas, higher education and associated activities, vocational rehabilitation of the physically handicapped, education in special Federal jurisdictions, and educational research, planning, and leadership are topics presented under "A Recommended Program."

● The Superintendent of Documents has revised the following price lists: The United States Geological Survey—Geology and Water Supply, No. 15; Engineering and Surveying—Leveling, Triangulation, Geodesy, Earthquakes, Tides, Terrestrial Magnetism, No. 18; Insular Possessions—Guam, Philippines, Puerto Rico, Samoa, Virgin Islands, No. 32; Geography and Explorations—Natural wonders, scenery, and National parks, No. 35; Maps, No. 53; Handy Books, No. 73; Commerce and Manufactures, No. 62. Free.



Length of Public School Term

★★★ The average length of the school term for the Continental United States in 1935-36 was 173 days (see map). Only two States, Mississippi with 132.5 days and Alabama with 137.8 days have less than an average of 140 days in which schools were actually open for

instruction. Only five other States have an average of less than 160 days, Arkansas 150.3 days, South Carolina 153.2 days, Kentucky 157.1 days, Louisiana 157.9 days, and Georgia 159.0 days. Thirty-two States and the District of Columbia range from 161.2 days in North Carolina to 179.5 days in Wisconsin.

The remaining 9 States average over 180 days.

The average length of school term for the country as a whole (days for which the schools were open for the instruction of pupils) increased from 130.3 days in 1880 to 144.3 in 1900, 161.9 days in 1920 to 173.0 days in 1936. We may expect a further increase due to the lengthening of the term in Negro schools and the growing sentiment that schools should be open for a longer term.

DAVID T. BLOSE

Vocational Education Progress

by C. M. Arthur, Research Specialist, Vocational Education Division]



★★★ Enrollments do not tell the complete story of the advances made in vocational education during the past year. But at least they furnish a yardstick by which to judge whether interest in this branch of education on the part of youth and adults is increasing or decreasing.

Enrollment in vocational education classes in agriculture, trade, and industry, and home economics, for the year ending June 30, 1937—1,506,824—exceeded the enrollment for 1936—1,381,701—by 125,123. Of the total number enrolled, 394,400 were farm boys and adult farmers pursuing vocational agriculture courses in rural high schools; 616,919 were youth and adult workers in trades and industries, taking trade and industrial courses; and 496,225 were women and girls enrolled in home-making courses.

The heaviest increase in enrollment was registered in full-time day-school classes. Enrollment in these classes exceeded that of last year by 72,426; in part-time classes by 42,362; and in evening classes by 10,335. Particularly encouraging is the gain in enrollment in part-time classes, which last year decreased by 19,826.

Other Factors

But there are other factors than enrollment that serve to show that the program of vocational education has marched forward during the year. There is, for instance, the fact that States and local communities over the country as a whole last year contributed \$2.63 for every dollar of Federal money expended for vocational education, although the Federal vocational education acts require an expenditure of only \$1 from State and local funds for every dollar of Federal funds. Thus, in the fiscal year ending June 30, 1937, the States and local communities spent \$26,385,717 of their own money and \$10,013,669 of Federal money, or \$36,399,386 in all.

Again, there is the increase in the number of persons enrolled as students in courses provided in the States for vocational education teachers and for the professional improvement of those already in service. The total enrollment of such students during the past year was 23,379 as compared with 22,776 in 1936, which indicates that there is a renewed interest in vocational education as a life work; and that it is necessary for those who desire employment as teachers, supervisors, and teacher trainers to prepare themselves for positions which are being created from time to time. This increase in the number of persons taking teacher preparation courses has served to offset to a degree losses resulting from the employment of a large number of teachers in the past several years by adjust-

ment and recovery organizations in position to offer higher salaries than those paid to teachers.

A third evidence of advancement in the vocational education program during the year is the large number of teachers who received supervisory training in service through the programs of in-service training set up by State boards for vocational education. Almost 13,600 teachers received this type of training last year—3,375 agricultural teachers; 6,385 trade and industrial teachers, 1,100 of whom were women; and 3,830 home economics teachers. This enrollment for in-service training indicates that the requirements for teacher certification and for positions as supervisors and teacher trainers in the various fields of vocational education are higher, thus necessitating additional preparation on the part of those who fill these positions.

Still another evidence of advancement in the vocational education program carried on by the States during the year is the tendency reported by most States to enlarge the scope of their research activities.

Special mention was made in plans of State boards for vocational education covering their programs for the 5-year period beginning July 1, 1937, of intention to broaden research programs by making staff members responsible for research studies in connection with their other duties or by appointing research specialists for this purpose.

The research objective set up by one State, "to gather occupational, educational, industrial, and other information" which "will function directly in the development and improvement of the vocational education program," sums up in a general way the program of research contemplated by all States.

Agricultural Education

Continued improvement during the year in the economic conditions affecting agriculture as an industry, according to reports from the States, has brought about an increased interest in agricultural education not only on the part of those actually engaged in farming but also on the part of farm organizations, educational authorities, and business organizations in cities and towns.

States and local communities have been in better position to finance agricultural departments in the high school. Increases in the salary levels for teachers of vocational agriculture have encouraged agricultural college students to prepare for the teaching of agriculture.

Increased enrollment in vocational agriculture courses in high schools indicates that more farm boys are interested in farming as a career.

Of the 386,302 persons who enrolled in Federally aided courses in agriculture during the year, 224,678 were youth pursuing full-time day-school preparatory courses.

Some definite trends in agricultural education are indicated by the reports of State boards for vocational education. There is, for instance, the tendency to emphasize in part-time classes for out-of-school youth, in which 29,096 young men were enrolled last year, instruction in managerial and business problems rather than in production problems. Similarly, also, instruction in evening classes for adult farmers—120,626 took advantage of these classes in more than 4,000 centers last year—centered around problems involved in marketing farm products, farm management, and farmers' cooperative activities.

Anticipating the expansion of the vocational agriculture program under funds authorized by the George-Deen Act, teacher-training institutions have adjusted their programs to prepare a greater number of young men than formerly as teachers of agriculture. Standards for selecting vocational agriculture students have been set up in a number of States.

State boards for vocational education are insisting that increased emphasis be placed upon supervised farm practice and that such practice be planned on a diversified, long-time basis, so that the practice program pursued by the student may eventually become a nucleus for his permanent farming program. They are stressing "rounded" courses for vocational agriculture students, adequate practice teaching for prospective teachers, curriculum revision to meet changing needs, and the organization of teaching materials available for the assistance of vocational agriculture instructors.

Closely associated with the program of vocational education in agriculture are the two national organizations for boys studying agriculture in secondary schools, the Future Farmers of America, and the New Farmers of America.

At the close of the fiscal year ending June 30, 1937, there were 4,900 local chapters of the Future Farmers of America with an active membership of 143,700 in 47 States, Hawaii, and Puerto Rico. Emphasis is placed, in this organization, upon the development in its members of leadership qualities, a cooperative attitude, habits of thrift, scholarship, sportsmanship, citizenship and patriotism, and upon character building.

Similar in its aims, objectives, and form of organization to the Future Farmers of America, the program of the New Farmers of America fits into the program of vocational education in agriculture for Negroes.

The New Farmers of America, which, last year, held its second national convention in

Hampton Institute, Hampton, Va., is composed of 645 chapters with a total membership of 20,000.

Trade and Industrial Education

Considerable attention has been given by State boards for vocational education during the year to the development of training programs in such public service occupations as police work, fire fighting, public sanitation, weights and measures inspection, and other nonclerical occupations involved in the work of State and local governmental agencies.

Enrollment in federally aided trade and industrial classes during the year—590,892—represents an increase of 53,741 over the previous year, when the enrollment was 537,151. Substantial enrollment increases were reported in all except the part-time general continuation type of class, which as originally set up was designed for continuation training for those already employed. The negligible increase in enrollment in this type of class is accounted for in part by the fact that compulsory school attendance laws are gradually raising the age at which pupils are legally released from compulsory full-time school attendance, and by restrictions and change in public sentiment which prevent those in the lower age group of young people from entering industrial employment.

It is significant that more than one-half of those enrolled in all types of trade and industrial classes were persons already working in specific trades or occupations who had returned to school for instruction which would enable them to keep in step with new developments in their trades.

New vocational school buildings either planned, in process of erection, or completed, furnish evidence of advancement in vocational education in trade and industry in several cities including Philadelphia, Pa., Springfield, Mass., Toledo and Canton, Ohio, Wilmington, Del., San Francisco, Calif., Evansville, Ind., and Pocatello, Idaho. Chicago has provided \$5,000,000 for new buildings and equipment for trade and industrial education.

Among new courses which have been added in vocational schools are those for upgrading and training craftsmen in the installation and servicing of air conditioning, oil burner, and coal-stoker equipment; and courses in barbering for men, photography for women, and seafaring occupations for boys. Emphasis in some States has centered upon the raising of standards for all types of training. There has been an increase in the cooperative part-time diversified occupations type of training program, under which pupils alternate by regular periods between classroom instruction and practical work in business and industrial establishments.

Special attention was directed throughout the country to organized training in related and technical subjects for indentured apprentices in such crafts as carpentry, aeronautical drafting, electrical machinery, plumbing, print-

ing, and sheet metal work. Coordinators are being increasingly employed to develop apprentice training programs and to see that the related instruction offered in connection with such programs meets the needs of workers. Considerable expansion is also reported in programs of training for coordinators and local supervisors.

The recent rapid growth in handicraft industries among women has resulted in increased interest in training programs in this type of work. Vocational education in this field has been confined largely to finding teachers qualified to give instruction in this line and to helping individuals and groups to find a market for handicraft products.

There has been a pronounced tendency during the year on the part of State and local boards for vocational education to conduct research studies for the purpose of evaluating the present status of vocational education programs in trade and industry and of determining the trends which should be taken into consideration in an attempt to keep these programs up to date.

As an example of such studies may be mentioned the study begun in 1929, in the States of the North Atlantic region in cooperation with the Office of Education, of what becomes of the trade school graduate. This study has now been extended to States in the Central, Southern, and Pacific regions.

Home Economics Education

An outstanding development discernible in the field of homemaking education at the present time is the movement in the States to make public schools centers for family life education not only for the regular school groups but also for out-of-school youth and adults as well. In urban communities this takes the form of a community program in which the school, in cooperation with contributing agencies, studies the educational needs of all age groups. Joint programs, in which home economics and vocational agriculture teachers encourage young men and women to carry their learning experiences into daily life in the farm home, have been carried on in several States.

In cooperation with the Office of Education, State boards for vocational education last year conducted teacher-training studies in 26 teacher-training institutions. Eight additional States were planning studies at the close of the year.

Other cooperative studies conducted by the States and the Office of Education in the homemaking education field include those having to do with the preparation of research workers, with the college curriculum for prospective teachers, and with the home economics curriculum at the secondary and elementary school level.

Figures on enrollments presented in the reports from State vocational education boards show that 377,437 youths and adults were enrolled in federally aided homemaking educa-

tion classes last year—an increase of 2,536 over the previous year. They show, further, that approximately 7,300 teachers were required to give instruction in the 5,357 federally aided home economics schools reported by the States.

Specific achievements in home economics as enumerated in reports of State boards for vocational education for the year include: Extension of homemaking education in States in which it was formerly offered only in the ninth and tenth grades to the eleventh and twelfth grades; increased emphasis upon instruction in consumer education, child development, home management, and family relationships; strengthening of preemployment and in-service training for home economics teachers; extension of plan under which teachers are employed for periods longer than the regular school year; increase in the number of exchange classes in agriculture and home economics and in the number of home economics classes for boys; improvement in variety and type of classroom facilities; curriculum studies, which in a number of instances resulted in curriculum revisions; expansion of the adult education program in homemaking; and increased interest in parent education.

Commercial Education

Passage of the George-Deen Act, which, among other things, authorizes an annual appropriation of Federal funds for training workers engaged in the distributive occupations—those involved in wholesaling, retailing, and merchandising—made it necessary for State boards for vocational education to give special attention during the year to the formulation of plans for carrying out this type of training program.

The formulation of these plans was made doubly difficult by reason of the fact that this is the first time Federal aid has been available for training in the distributive occupations; that few of the States carried on any activities in this field previous to the passage of the George-Deen Act; that they therefore have no background of experience from which to draw in making up plans for the future; and that they have few trained personnel who could be used immediately for supervisory and teaching services.

In pointing out the need for training in the distributive occupations, State boards for vocational education call attention to the fact that one of every six workers is employed in some branch of the distributive field and that less than 500 of the 1,700,000 retailers in this country are being shown how to meet competition from chain and other large selling organizations. More than 250,000 beginners, it is pointed out, are employed in stores each year without any special preparation for this kind of work. Less than 2,500 beginners are trained in high schools each year for store employment, and less than 300 of 26,000 high schools offer

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An International Language

by James F. Abel, Chief, Comparative Education Division



★★★ An international auxiliary language that will be used to supplement the mother tongues of the various Nations for international trade, commerce, and communication seems to be assured. How soon it will come into wide use no one can tell, but the need for it is growing greater day by day and knowledge of that need is constantly spreading. When the natural pressure is strong enough the language will be in use, not to replace any ethnic tongue but to make interchange of ideas easier among people the world over.

Constructed, international, or artificial languages, as they have been variously termed, have a long history. Rene Descartes in 1629 outlined a scheme for a universal philosophical language but never tried to put his theory in practical form. George Dalgarno in 1661 published the *Ars Signorum*, and in 1668 Bishop Wilkins turned out his *Essay towards a real character and a philosophical language*. Both attempted to set out their ideas in detail for actual use. Wilhelm Leibnitz carried their work further. These were attempts to systematize and reduce to symbols all logical ideas. They are classified as *a priori*—not based on an existing language—and were too comprehensive and complicated to be applied by very many people.

In recent decades most of the workers in constructed languages have turned away from the idea of a universal philosophical language toward something less comprehensive, a speech based on existing ethnic languages, comparatively easy to learn, and intended to be for the use of the average person. These are termed *a posteriori* and the several of them that have met with some success are in the order of their appearance: Volapük, invented by Rev. F. Schleyer in 1880; Esperanto, Dr. L. L. Zamenhof, 1887; Latino sine flexione, Prof. G. Peano, 1903; Ido, M. de Beaufront, 1907; Esperanto-II, Prof. R. de Saussure, 1907; Occidental, Edgar von Wahl, 1922; and Novial, Prof. Otto Jespersen, 1928.

Volapük made considerable headway for a decade but began to lose its status about 1890. Esperanto has been, and probably is now, the most widely used. Some 29 Esperanto world congresses have been held and variously attended by about 400 to 4,000 persons from 16 to 40 different nations. Over 1,000 schools in 40 different countries have given or are giving Esperanto courses. Publications in it number over 5,000, including translations of the Bible and other classics. In more than 1,950 cities in 66 countries delegates of the Universal Esperanto Association are ready to assist travelers who know Esperanto. People have gone around the world using only this language in addition to the mother tongue.

The IALA

Now working in this field is the International Auxiliary Language Association, an organization so interesting and active that it is well to know how it came into being, what it is, and what it is doing. IALA, pronounced ee-ah'-lah, as it is familiarly called by those who know it best, grew out of a movement initiated in 1919 when the International Research Council created a special committee on international auxiliary language to investigate the difficulties connected with having such a means of communication. Frederick G. Cottrell, inventor of the electrical precipitation process, was made its chairman. At the instance of this special committee, a group of men and women in the United States organized themselves into a permanent body to help establish on scientific foundations an international auxiliary language. Accordingly IALA was formed and incorporated in 1924 under the laws of the State of New York.

It now has its American headquarters at 415 Lexington Avenue, New York City and a European office at 't Hoenstraat, 31, The Hague. The acting president is Dr. John H. Finley; the honorary secretary, Mrs. Dave Hennen Morris. Its program is conceived in terms of many years. At present it is working toward securing agreement on one language and obtaining official sanction for the language agreed on. When those purposes are accomplished, it will turn its attention toward the world-wide establishment of the sanctioned language, including the teaching of it in schools as an auxiliary to the mother tongue.

But how obtain agreement on an auxiliary world language? In pursuing this aim IALA is building on the experience and knowledge furnished by the constructed languages that have been tested by time and use, and recommends that the language agreed upon be based on some one of these, or a synthesis of two or more of them. IALA is approaching the matter scientifically. Its linguistic research program was presented before the Second International Congress of Linguists, 1931, and has received wide approval among linguists. IALA has a committee for agreement that is holding a series of conferences usually with language specialists,¹ correlating their results, and directing technical studies, the findings of which will be submitted to the participants of the conferences and other consultants. The consultants, many of whom cannot attend the conferences but give their help through correspondence, now number one hundred or more, are men and women

¹ Seventeen such meetings were held in 1936-37.

familiar with the fields of linguistics, and are drawn from a considerable number of countries.

Statement of Criteria

Through its conferences the committee on agreement worked out in 1936 and 1937 a statement of criteria to be used as bases for determining the worth of any international language. The criteria are very useful in helping anyone to think about what such a language should be. A few of them are cited:

The Latin alphabet shall be used and, if possible, without diacritics.

The orthography shall be simple, clear, and phonetic. This implies that a given single letter or letter-group always and without exception has the same phonetic function assigned to it.

The vocabulary shall be based primarily upon west European languages, with preferential treatment for roots found in both Romanic languages and English as well as English and German.

The principle of "one word to a meaning and one meaning to a word" shall be followed to the fullest extent practicable.

Person, number, and gender shall not be expressed in the form of the verb. These concepts shall be expressed by the nouns and pronouns that constitute the subject of the verb.

The language shall be much easier to learn than an ethnic language.

As far as practicable, the language shall have a maximum degree of adaptability for printing, typewriting, shorthand, telegraphy, reproduction by record, and transmission by telephone and radio.

By such measuring rods as these, an objective determination is to be made of the international language that will be recommended to the different nations as the one that seems most valuable and usable. It is expected that the final work of formulating the recommendations will be done by an International Language Institute composed of language specialists that IALA will organize for the purpose.

In carrying its work along for 14 years and making the considerable progress that it has, IALA was perforce constrained to gather all the reliable data it could on the auxiliary language movement. It has a library of typical material published in and concerning constructed languages. Among its valuable manuscripts is a bibliography of linguistic works (*Sprachwissenschaftliche Bibliographie*) prepared in 1933 by Erich Hofmann. One of its early undertakings was a survey of the

extent of the auxiliary language movement, particularly of the teaching of constructed languages in the schools. The findings were published in 1927 under the title Preliminary Investigation of the Teaching of Auxiliary Languages in Schools.

The division of educational psychology of the institute of educational research of Columbia University, under Dr. Edward L. Thorndike, carried on a 6-year investigation of (a) the relative ease of learning a constructed language as compared to learning an ethnic language, and (b) the influence of the study of a constructed language on subsequent language learning, both in the vernacular and foreign languages. The results are embodied in a report to IALA on Language Learning, published in 1933. They show that (a) a constructed language of the type of Esperanto is from 5 to 15 times easier to learn than a natural language; that (b) pupils taking an initial course in such a language make more progress in English vocabulary than others of the same level during the same period of time; that, during this initial course, pupils make progress in French vocabulary to degrees varying from nearly as much to more than the progress made by a parallel group studying French; and that, after they begin the study of French, they make more progress than those pupils who have studied French twice as long. For carrying out a course of this kind a textbook has been prepared (*A General Language Course*—Helen S. Eaton).

The most comprehensive of the studies made in connection with IALA is "Cosmopolitan Conversation" by Herbert N. Shenton, professor of sociology in Syracuse University, and secretary of the board of directors of IALA from its founding in 1924 to his death on January 7, 1937. Professor Shenton collected his data from 1,415 international conferences held between 1923 and 1929. These were not public conferences held by governments but international meetings of private and semipublic organizations for it is in this interchange of thought among the citizenry of the different nations, rather than among their formal governments, that the need for some ready means of communication is greatest. Some of the more pointed of Professor Shenton's observations are:

The expansion of concourse through international conferences is one of the outstanding social phenomena of the last century. In less than 90 years, the average number of such conferences has advanced from one per annum to over 300.

The record of the past century indicates that there is no human interest which has not become a matter of international concern.

Men and women from every walk of life now attend international conferences. * * * They represent a full cross section of human life and interest.

Some conferences have brought together as world-embracing a group as 70 nationalities.

The growth of interest in the use of a synthetic international auxiliary language has

been concomitant with the growth of international conferences. Its possibilities are receiving increasing rather than decreasing attention. An artificial language has been frequently advocated, and occasionally used, as a language of reference and clearance—that is, as a translation language.

These are emphatic expressions of only one phase, though a very important one, of the need for an international tongue.

There is soon to be published a vocabulary study by Helen S. Eaton, linguistic research associate of IALA. This is a correlation of the first 6,000 entries in frequency lists in English, French, German, and Spanish, with an Esperanto column giving the meanings of the words in a neutral medium. The first part of the study, based on the first thousand entries in these frequency lists, was published in 1934 in the Yearbook of the committee on modern language teaching.

IALA has also to its credit a number of comparative studies of different national languages with respect to their sounds, vocabulary, word formation, accidence, and syntax. Other comparative studies have been made on constructed languages, mainly Esperanto, Esperanto-II, Ido, Novial, Occidental, and Latino sine flexione.

Other Important Groups

It must not be assumed that IALA is the only organization with a live interest in an international language. Other groups are looking toward the eventual accomplishment of a common language for international affairs. Rotary International at its Atlantic City meeting in June 1936 expressed its interest in the aims and scientific spirit of the work of IALA and asked that—

Members of Rotary International, within their respective communities, endeavor to arouse interest in the idea of an international auxiliary language as a logical development in our international life.

Later Rotary International sent a news letter to the officers of its clubs throughout the world outlining in considerable detail the plans of IALA and indicating Rotary's interest in them. The linguists in their international conferences have given considerable attention to an international language. Not a few business organizations engaged in foreign trade are urging the speedy adoption of some means of direct communication among different nationals.

In the 20 years since the World War some remarkable changes have come in languages and in general attitudes toward languages. The Turks adopted an alphabet more convenient and simpler than the one they had been using. The Chinese turned from a literary to a commonly spoken language and some of them are now experimenting with a Latin alphabet for Chinese. The Soviet Union undertook to conduct schools in more than forty different languages and thus bring into the National life many groups that

formerly knew little of their own country.

The language rights of minority groups have been given much attention. Bilingualism in all its phases has been the subject of much research and experimentation. A certain kind of use of language as a social and political weapon has been weakened. A sense of the dignity, if not the sanctity of language, for which high grade literary folk deserve much credit in that it tended to keep language pure, and some censure when it worked to prevent needed change, has been modified considerably. To state it briefly, the need is to transmit to the large number of people in the world the immense amount of knowledge that is available and do it as quickly and effectively as possible. In the face of that need, language pride must give way to language usefulness.

It is proved that a constructed language easier to learn than an ethnic tongue can be created. It has been done; that question is settled. It is also proved that large numbers of people in many walks of life find much pleasure and profit in the use of such a language and that it in no way hampers but rather heightens their appreciation of ethnic literatures. All these considerations point toward the fairly early establishment of an international auxiliary language.



Federal Funds for Education

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certain States is paid to the State for public schools or roads, data for 1937 not available.

¹² Does not include deficiency appropriations for previous years.

¹³ Estimate. Includes funds provided by the Federal Government for the expense of educating children of the District of Columbia in such institutions as the National Training School for Girls.

¹⁴ Funds are provided annually by the Federal Government for the educational training of cadets in the United States Military Academy at West Point and the United States Naval Academy at Annapolis. Such provision is authorized each year by Congress as a part of the annual appropriation acts for the War and Navy Departments. The amounts indicated for the Military Academy include \$964,080 authorized for the year 1936 and \$1,375,920 for the year 1937 as pay for the cadets enrolled in that school, but the corresponding amounts for the Naval Academy do not include pay for the midshipmen enrolled there since funds for their pay are included in the appropriation for the pay of the regular personnel of the Navy.

¹⁵ To reimburse the States of California, Massachusetts, New York, and Pennsylvania for expenses incurred in maintenance and support of their Marine schools, \$25,000 each; in addition the use of \$90,000 was authorized for the maintenance and repair of ships loaned to the schools by the United States Navy.

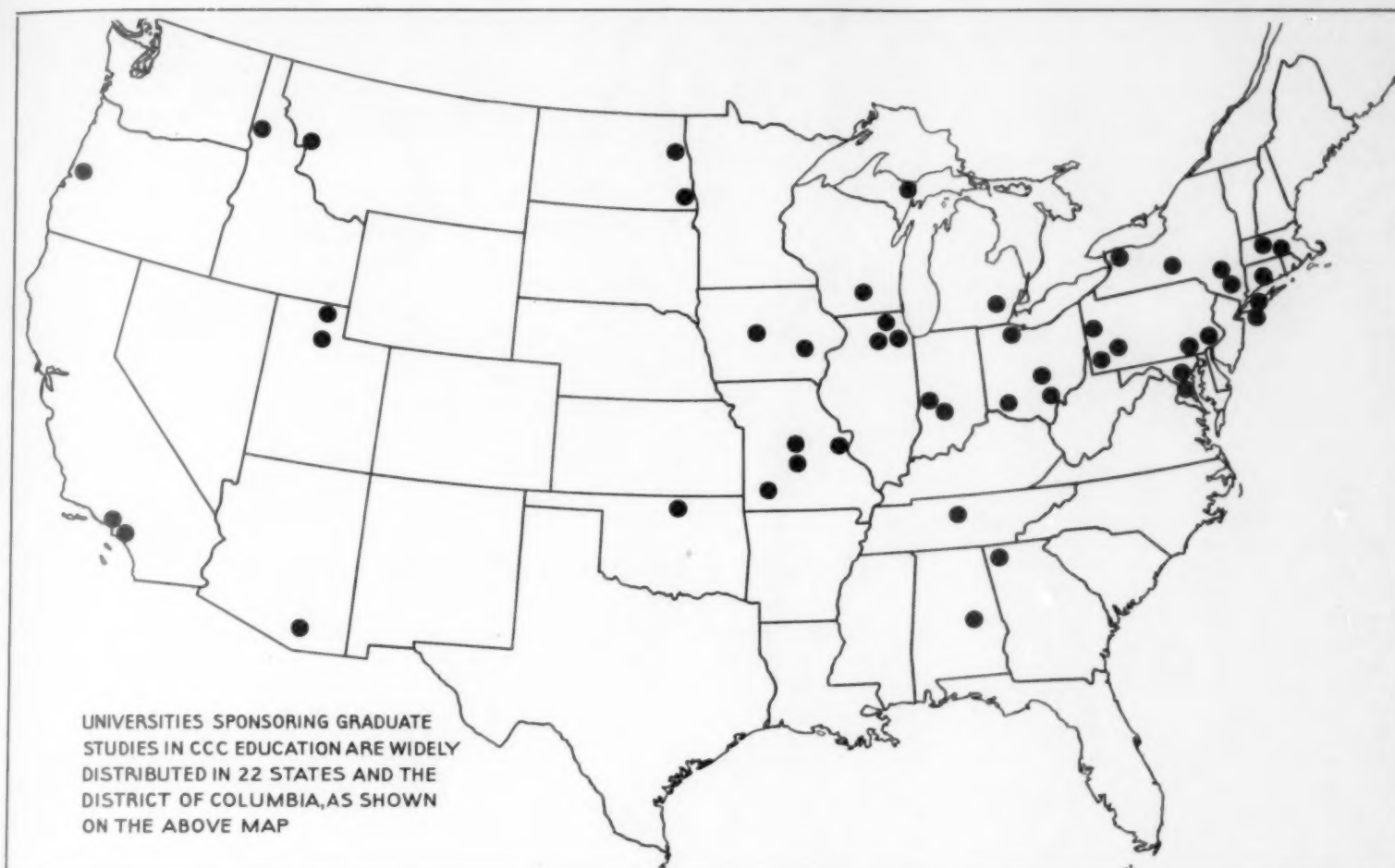
¹⁶ Expenditures.



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SCHOOL LIFE, May 1938



Graduate Students Study CCC Education

by Howard W. Oxley, Director of CCC Camp Education

★★★ What do graduate students think of CCC education? During the past 2 or 3 years, interest among graduate school circles in exploring the growth and significance of CCC education has been steadily increasing.

Five doctoral dissertations on various phases of CCC education have already been completed, and seven more are now in progress. Fourteen master's theses have been written in this field, and 22 more are now being prepared.

Of course, the views of graduate students on CCC education vary widely. There are those who feel that the camp program is indeed significant; others believe it to be inadequate. "The writer is fully convinced," contends E. B. Sessions of Ohio State University in his dissertation on Educational Work of the CCC Camps in Ohio, "in the light of the philosophy of education he accepted as his mentor in making this study, that a great deal of true education is being achieved in these CCC camps."

Dr. Sessions believes, however, that much needs to be done by way of strengthening the camp vocational program to enable it to make full use of the occupational training opportunities inherent in the camp situation. "The educational program", advises Dr. Sessions, "should be centered around the vocations which can be taught in connection with the actual work on the labor projects in the various camps."

"To improve and extend CCC education," contends Kenneth I. Dale in his master's thesis at the University of North Dakota, "it might be wise to set aside definite days or definite hours for educational purposes and give the educational men in the camp complete supervision of these periods."

Graduate Studies

A handicap which has constantly dogged the pathway of CCC educational progress, according to the thesis of Margaret Dean Finch of De Paul University, has been "the

absence of most educational equipment deemed necessary for formal education."

Interest in the study of CCC camp education has not been concentrated in the graduate schools of any one section of the country. Graduate schools in 48 colleges and universities found in 22 States and the District of Columbia have sponsored graduate dissertations and theses on CCC educational subjects. In the number of graduate schools sponsoring these studies, New York State leads with six schools, Pennsylvania next with five, followed by Missouri and Ohio with four each. The map of the United States accompanying this article indicates the wide distribution of graduate schools throughout the country sponsoring studies in CCC education.

In the number of studies being done by graduate students, New York State leads with 10 in 6 schools, Illinois is next with 8 studies in 3 schools, followed by Ohio and Pennsylvania with 6 studies in 4 and 5 institutions, respectively.

More and more colleges and universities are encouraging graduate students to explore the contributions of the camp educational program. During the summer session of 1936, Teachers College of Columbia University introduced a course on "Education in CCC Camps," offering one and a half semester hours of credit. Four universities—Boston, Columbia, Ohio State, and the University of Washington—recently collaborated with the Office of Education in the making of four special studies in CCC education.

Doctoral Dissertations

Among the doctoral dissertations which have been written on the CCC that of C. R. Aydelott at the University of Missouri is particularly significant. In his study, entitled "Facts Concerning Enrollees, Advisers and the Educational Program in the CCC Camps of Missouri," Dr. Aydelott reveals "that many of the boys in the camps find the educational work offered there more appealing than were the courses offered in the public schools." Dr. Aydelott believes that the CCC attempts to give a well-rounded program to the enrollees and compliments the corps especially upon its work in reducing illiteracy.

Writing on "The Problems of the School as Indicated by the Interest and Abilities of Enrollees in the CCC," A. J. Ter Keurst at Northwestern University points out that the lack of individualized training and adequate guidance facilities in the public schools account for much of the educational retardation of the boys coming into the CCC. Dr. Ter Keurst believes that by adopting more of an individualized and informal approach to training, as is followed in CCC camps, the public schools can become more effective in efforts to reach youth of all types and backgrounds.

Master's Theses

The variety of studies made by those writing master's theses in the field of CCC education is worthy of note. Fourteen of these studies have been completed. Some of them were limited to a few camps, whereas others treated a great number of camps spread over a wide area. Three of these studies are unique because of the specialized phases of CCC education into which they probe. One of these is a survey of the social background of the CCC enrollees of Ohio, which reveals that the majority of those enrollees studied came from underprivileged homes and lacked both vocational training and experience. The second study endeavors to determine the characteristics of 195 CCC enrollees by a number of case studies. The third reveals, as the result of many interviews with former enrollees, an evaluation of CCC camp programs by these former enrollees.

A CCC selecting agent in Toledo, Ohio, R. A. Witker, is now writing a thesis on a follow-up study of those enrollees who have returned to Toledo. Mr. Witker writes: "The adjustability and civic effectiveness of the former enrollee is evidenced by the fact that

several thousand of them, out of a possible 5,000 CCC boys who have returned to this community, have enrolled in vocational and educational courses offered by the Toledo Board of Education. It is quite apparent that their experiences in camp have awakened in them advisability for further training and has stimulated them in efforts for self-improvement."

Educational Contribution

After careful consideration of the studies of graduate students on CCC education, one is impressed with the fact that, on the whole, they indicate the CCC has made a definite contribution to the field of education, namely, intensive camp education. The United States seems to be the only country that has developed camp education intensively, and this type of education holds many potentialities and possible outcomes.

● RADIO and SCREEN

Educational Station Frequencies

Progress is being made toward making the new ultra-high frequencies for education by radio more easily available to school systems or other educational units which may be considering making applications.

Rules and regulations under which the new stations must be constructed and be operated as licensees of the Federal Communications Commission have been officially adopted and are ready for distribution. A new form of application blank especially adapted for the use of educational institutions wanting to use these new frequencies has been issued after a consultation between the authorities of the Federal Communications Commission and the Office of Education.

Copies of either of these forms may be secured by application to the Office of Education or the Federal Communications Commission.

School-Made Movies

The committee on standards for motion pictures and newspapers of the National Council of Teachers of English is holding a conference by mail to collect information regarding school-made motion pictures which is to be compiled and made available to all school groups interested in producing pictures. For further information write to Hardy R. Finch, Greenwich High School, Greenwich, Conn.

Summer Radio Workshops

The New York University radio workshop will offer a summer 6 weeks' course from July 5 to August 12. Students may specialize in general radio production, script writing, or radio acting. Practice groups will be given an opportunity to participate in weekly workshop broadcasts over the facilities of various New York City radio stations. For further information write to Paul A. McGhee, Radio Workshop, New York University, 20 Washington Square North, New York, N. Y.

The system of camp education which has been evolved is a system of informal education. To be informal in education, we must have some definite methods mapped out. To be just informal may result in zigzagging rather than in adapting a flexible program to varying needs. In many respects, informal education may require even more forethought and careful planning than may formal education. Studies by graduate students have already helped to pave the way for informal education in the camps and to explore the training possibilities there. Most of these studies, however, have been general in nature and have dealt with major trends. It is felt that in the future, the studies that will probably make the most effective contribution will be those that examine one or two specific problems of CCC education and make recommendations concerning improved methods and techniques.

William Dow Boutwell, Director of the Educational Radio Project, Office of Education, will direct a radio workshop at the National Music Camp, Interlochen, Mich., which will be in session from June 27 to August 22. Rudolf Schramm, Music Director, Educational Radio Project, Office of Education and Jerry Wiesner, Assistant Director of Radio, University of Michigan, are among those who will offer courses of instruction.

Visual Educationists Meet

Leading visual-minded educators, advertising executives and industrial officials will participate in a meeting to be held in Chicago on June 20-23, inclusive, at Francis W. Parker School. Subjects of the conference discussions will be on motion pictures in Education and Industry.

Radio Yearbook

The eighth Yearbook of the Institute for Education by Radio was recently published. The book includes statements by outstanding authorities on the national aspects of educational radio, on educational radio stations, broadcasting in schools, radio workshops, techniques in broadcasting and research in educational radio. For further information write to the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

The Ninth Annual Institute for Education by Radio will meet at Ohio State University May 2 to 4, 1938. The sessions will be devoted largely to a consideration of the techniques of broadcasting.

Film on Posture

A two-reel film on posture is made available by the Children's Bureau, United States Department of Labor, Washington, D. C. The film may be obtained in either 16- or 35-millimeter sizes. Transportation charges are the only costs involved.

GORDON STUDEBAKER

Education for Home and Family Life

by Helen Ellis Wheeler and Beulah I. Coon

★★★ Most teachers and administrators feel that education in family life needs to be continuous and they endeavor to plan appropriate types of educational experiences for home life at all age levels, even though home economics seldom appears as a separate subject below the junior high school. Books and articles dealing specifically with this problem below the junior high school level are somewhat limited; however, this bibliography includes some of those available which deal with the work in the first six grades as well as others which deal more specifically with junior high school work. They show various ways in which real experiences approximating those of home living are provided for the development of important attitudes, habits, and appreciations which can function with young people in their daily home life.

Several standard references although not of recent date have been included for the purpose of supplying a background of theory and practice in this special field.

The references include books, pamphlets, and magazine articles, annotated and classified under several broad subject headings as follows: Administration; Courses of Study; Curriculum Making; and Methods and Aids in Teaching.

Administration

BONSER, FREDERICK G. Industrial arts for public school administrators. New York, Teachers College, Columbia University, 1930. 95 p.

Recommends that "the production side of most work in food preparation, garment making, and housekeeping should be left to the years beyond the sixth grade, and the common, consumer, and citizenship phases of the home materials, processes, and products made the basis of the elementary school work."

DYER, ANNIE R. The administration of home economics in city schools. New York, Teachers College, Columbia University, 1928. 143 p. (Contributions to education, no. 318.)

Briefly outlines procedures where work relating to the home is given in grades one to six; also its inclusion in the industrial arts and social studies programs. Time allotment and bases of selection of content are discussed. Data indicate that "home economics is not offered in common practice as a subject in grades 1 to 6."

NEW YORK STATE ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. Committee on informal teaching. Cardinal objectives in elementary education. Albany, The University of the State of New York, 1934. 153 p. (Bulletin no. 1043.)

This study summarizes trends in so-called unit teaching in an activity program which creates a more natural social

life among the children. Home economics does not appear as a separate subject, but reports from classroom teachers throughout the State describing units of teaching which deal with the physical setting—the room, its furnishing, decoration, materials, and care—provide innumerable suggestions for integrated programs.

STRATEMEYER, FLORENCE B. and BRUNER, HERBERT B. Rating elementary school courses of study. New York, Teachers College, Columbia University, 1926. 193 p. (Studies of the Bureau of curriculum research. Bulletin no. 1.)

A report of results secured from rating 9,000 courses. The study was concerned with the trends of instruction as developed by progressive teachers. Among courses for which criteria for evaluation have been set up are: Art, Health, Home Economics, Industrial Arts, and Science.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION, 1930. Subcommittee on preparental education. Education for home and family life. Part 1: In elementary and secondary schools. New York, The Century Co. 1932. 124 p.

A discussion of basic philosophy together with a collection of examples of the work done in various schools which serves as suggestive material. Miss Anna E. Richardson acted as chairman of the committee and guided the study.

WINCHELL, CORA M. Home economics for public school administrators. New York, Teachers College, Columbia University, 1931. 151 p.

Suggests that units of work in food, clothing, and other activities connected with home life may be planned for the elementary industrial arts program with the cooperation of the home economics teacher, that these units should grow out of the needs of the elementary curriculum, and should have as "their controlling purpose the understanding and appreciation of the activities involved," rather than the development of skills.

Courses of Study

BRENNER, MARGARET and CHANEY, MARGARET S. A tentative course of study in health and nutrition for the elementary school. Manhattan, Kansas State Agricultural College, 1930. 90 p. (Division of home economics, bulletin no. 5.)

A course built "on a unit-principle-problem basis" with suggested correlations and activities for each grade.

CHICAGO. BOARD OF EDUCATION. Correlated handwork, grades 1, 2, 3. Chicago, The Board, 1935. 48 p. (Bulletin C-H 123.)

Gives directions for correlated programs of handwork activities, their main purpose being to preserve the body-mind learning process deemed essential to healthy growth. Constructing and furnishing a house and a farm are among the class projects.

COLORADO. DEPARTMENT OF EDUCATION. Course of study for elementary schools. Denver, Department of Education, 1936. 724 p.

Contains a program for home and community life for grades one to four which outlines what should be taught in each grade and the accomplishments to be expected.

MASSACHUSETTS. DEPARTMENT OF EDUCATION. A course of study in home economics education for elementary and junior high schools. Boston, The Department, 1931. (Bulletin, 1931, no. 8. Whole no. 228.)

Advises organizing work in food, shelter, and clothing around health, nature study, or industrial arts program, for both boys and girls in the first four grades. Major aims for grades 4, 5, and 6 are indicated and suggestive course outlines provided. Work for the junior high grades is given in greater detail.

MCCALLISTER, Mrs. GEORGE and HYMAN, MARY. Course of study in homemaking for the elementary schools, 1934-1935. Concord, N. C., Cabarrus County Board of Education, 1935. 16 p.

Describes a plan for utilizing homemaking activities and interests of pupils as a basis for the elementary school program in rural schools.

MERRILL-PALMER SCHOOL. Outline for the teaching of nutritional phases of health program in elementary grades. Detroit, Michigan, Prepared by The Merrill-Palmer School, 1922. 83 p.

Suggests methods and materials for teaching nutrition "through the work given by the regular elementary teacher." The program includes an outline of subject matter classified according to grades, possible pupil activities, and references to available material.

MILLER, ELLEN and others. A program for education in family living in the elementary schools. Detroit, Merrill-Palmer School, 71 East Ferry Avenue, 1933. Mimeog.

A program for education in family living is outlined, giving objectives, topics of study, activities, and outcomes for each grade from kindergarten through Grade VI. This program is the result of a series of experiments in Detroit schools.

NEW YORK (STATE) UNIVERSITY. Elementary education division. Practical arts; social group representation. Albany, The University of the State of New York Press, 1936. 13 p. (Informal teaching series. Circular 9.)

Activities center around "illustrative construction," which consist of sand-table representations, floor exhibits or miniature models, and the work is planned and carried out by the children. Representations of cave dwellers, and home life in various parts of the world illustrating differences in food, clothing, and shelter are among the topics.

OKLAHOMA. STATE DEPARTMENT OF VOCATIONAL EDUCATION. Home economics for elementary schools. Oklahoma City, The Department, 1924. 64 p. (Home economics bulletin no. 11.)

Recommends that nutrition and health be taught to both boys and girls from grade 1 to 8, and home problems in grades 5 and 6.

VIRGINIA. BOARD OF EDUCATION. Tentative course of study for Virginia elementary schools, grades 1 through 7. Richmond, State Board of Education, 1934. 560 p. (Bulletin, vol. XVII, no. 1.)

Comprehensive outline for integrated program of education based on "centers of interest" for children of respective grades. Aspects to be emphasized and related activities are defined by major functions of social life in which children must participate.

WISCONSIN. STATE TEACHERS COLLEGE. Activity units for lower grades. Platteville, Wis., Published by the Board of Normal School Regents, 1935. 45 p. (Vol. XXXIV, no. 2.)

Contains a social studies unit on the home for grade one, which sets forth aims and general procedures.

Curriculum Making

ANDRUS, RUTH and others. Curriculum guides for teachers of children from 2 to 6 years of age. New York, John Day Co., 1936. 299 p.

A handbook for teachers "presented as a guide for curriculum making rather than a syllabus." Actual directed experiences of children 2 to 5 years old are described, materials used listed, and resulting learnings analyzed, with notes for future use. Many of the experiences deal with home activities while others typify the contacts made by homes with community agencies.

BROADY, KNUTE O. Enriched curriculums for small schools. Lincoln, Nebr., The University of Nebraska Teachers College and University Extension Division, 1936. 249 p.

Deals mostly with the high school, but recognizes that attitudes and understandings important in home membership need emphasis in the elementary school for both boys and girls, to supplement the activities which are normal in their life at home.

COLUMBIA UNIVERSITY. TEACHERS COLLEGE. The placement of home economics content in junior and senior high schools, directed by Annie R. Dyer. New York, Teachers College, Columbia University, 1927. 112 p. (Home economics curriculum study, 1.)

This study of 100 courses indicates no definite placement of many subjects in any one grade, but topics included in the junior high school courses tend to bring out attitudes relating to group work, and a desire for personal improvement. The emphasis on home economics content for these grades is given in listed form. A list of some of the outstanding courses indicates their special usefulness.

Lincoln school. Curriculum making in an elementary school. Boston, Ginn & Co., 1927. 359 p.

The staff of the elementary division of the Lincoln School present detailed descriptions of Units of Work for grades one to six, many of which are on household arts. The work is said to be based on the simple sciences of everyday life, and has been developed from the child's own interests, both in and out of school. Records of pupil achievement have been kept, and the outcomes in skills, information, habits, and attitudes are shown.

GOSLING, THOMAS W. Home economics; a fundamental in the curriculum. In National Education Association. Addresses and proceedings, 1935. Washington, D. C., The Association, 1935. p. 648-650.

A discussion directed particularly to the evolutionary processes through which home economics has passed. Views with favor a unified program dealing with the home—for

all boys and girls—to begin in the early years of the elementary school and to extend throughout youth.

MILLER, ELLEN. Elementary and secondary education for family living. Journal of home economics, 24: 221-26, March 1932.

A pointed discussion of what constitutes education for family life with proposals for emphasis on the child's adjustment to the home in the early grades, and on his curiosity and interest in new knowledge and experience in the later grades before adolescence. A number of methods are cited through which schools conduct programs of education in family living.

NORTON, JOHN K. and NORTON, MARGARET A. Foundations of curriculum building. Boston, Ginn & Co., 1936. 599 p.

In offering suggestions for determining the place of given units in the grades, it is said that problems of food, clothing, shelter, and home life need attention by boys and girls in the first six grades, and that home economics as a separate subject will aid the individuals in preparing "for more effective and intelligent participation in family life and in developing a clearer understanding of the role of the home as an integrating force."

TEXAS. DEPARTMENT OF EDUCATION. Handbook for curriculum development, by W. A. Stigler. Austin, The Department, 1936. 200 p. (Bulletin no. 354, v. 12, no. 2.)

Tentative course of study for years one through six. Austin, The Department, 1936. 559 p. (Bulletin no. 359, v. 12, no. 7.)

During the year 1935-36 an intensive effort on the part of classroom teachers was made to develop material for State courses of study. The Handbook gives the plan for the year's work. The homemaking committee proposed to submit material dealing with human relationships, care of self and properties, daily habits in relation to food, clothing, and shelter as a part of a fused program for the elementary school grades. The homemaking committee material is included in the social studies program for the first six grades where the social functions are considered in relation to the home, the school, and the community.

WHITCOMB, EMELINE S. Homemaking education. Biennial survey of education in the United States, 1928-30. Chapter VI. Washington, U. S. Government Printing Office, 1931. 34 p. (U. S. Department of the Interior, Office of education. Bulletin, 1931, no. 20, vol. 1.)

A picture of homemaking education on all levels including elementary for 1928-30 brought out through discussion of trends and brief descriptions of activities in various cities.

WIGGAM, ALBERT E. The making of an American citizen. Good housekeeping, 99: 21, 224-28, October 1934.

The elementary-school curriculum outlined bears a close relationship to home economics subject matter. The child's own life and environment furnish the basis for the entire school program and show some modern tendencies in the planning of the elementary school curriculum.

Methods and Aids in Teaching

BONSER, FREDERICK G. and MOSSMAN, LOIS C. Industrial arts for elementary schools. New York, The Macmillan Co., 1923. 491 p.

This book for teachers and prospective teachers presents "a brief exposition of the principles for the organization and teaching of the industrial arts in elementary schools." In part II, these principles are applied to the activities in which the children of each grade may engage, and suggestions for the study of foods, clothing, and shelter are rich in detail. Desirable outcomes in each of the six grades are outlined.

BUILDING AMERICA; a photographic magazine of modern problems. New York, Society for Curriculum Study, 425 W. 123d Street.

This magazine is prepared with the assistance of the Works Progress Administration and Lincoln School. Vol. 1, No. 1, Food describes the social problems in providing food for the people in our country. Vol. 1, No. 2, Men and machines is useful not only in presenting the social problems of unemployment, but also in the development of textile machinery. Vol. 1, No. 4, Health raises the question of whether people are as healthy as they might be, and how to use our resources to provide good health for all. Vol. 2, No. 3, Clothing deals with the economic problems of manufacture and sale, and with working conditions. Special edition, Housing cites the cost of poor housing in terms of illness and crime, and describes some planned model housing developments. Vol. 2, No. 6, We consumers discusses what to buy, how to buy intelligently, how to learn about good products, and the agencies that help.

CALVERT, Mrs. MAUDE (RICHMAN) and RICHARDSON, ANNA E. The new first course in home making. Atlanta, Ga., Smith, Hammond & Co., 1932. 507 p.

Planned as a complete course in junior high schools or a preliminary course in the advanced elementary grades, being based on the unit plan and adaptable to varying requirements. It provides a general short-unit course in home-making embodying the fundamentals of education for home and family life. The text is a revision of "First course in home making," and contains many new units and "such changes in subject matter and methods of presentation as sound experience has dictated."

COOLEY, ANNA M. and others. Teaching home economics. New York, The Macmillan Co., 1919. 555 p.

The relation of the home economics studies to the work of the first six grades is discussed, and the fund of subject matter and skill in technical processes which should have been acquired at the end of the sixth grade are summarized.

COON, BEULAH I. Selected references on elementary school instruction: home economics. Elementary school journal, 34: 222-24, November 1933; 35: 221-23, November 1934; 36: 223-24, November 1935; 37: 221-22, November 1936.

These annotated bibliographies appear annually and include material for the current periods.

CROXTON, WALTER C. Science in the elementary school, including an activity program. New York, McGraw-Hill Book Co., 1937. 454 p.

A book of methods for teachers and students preparing to teach, which presents methods of instruction and includes a variety of source material suitable for classroom use in activity programs. Finding how we get our foods and clothing, cooking a meal out of doors, comparing our range of food, and showing how toys work, are among the programs.

ELLINGSWORTH, MAXINE. Vitalizing home economics in the junior high school. Education, 56: 622-24, June 1936.

A family group organization with one girl acting as mother is used to carry out units on foods, cleaning, house furnishing, and home management, while at the same time, family relationship is being taught in an objective manner.

FAULKNER, MARY. Occupational practice house. Baltimore bulletin of education, 14: 58-59, September-October 1936, illus.

An account of the work done in education for home and family life through the "Occupational Practice House" with overage students of 14 and 15, who are unable to keep up with the normal children of the 5th and 6th grades, and who become difficult to handle or resort to truancy.

(Concluded on page 325)



Missouri School for the Blind radio workshop broadcasting "Interviews with the Past," a script supplied by the Office of Education Script Exchange.

Blind School Students Broadcast

★★★ During this school year students of the Missouri State School for the Blind have presented a series of radio programs, using original scripts written by members of the school's radio workshop.

The unique workshop of this school obtained copies of the radio series, "Interviews with the Past," from the Office of Education Script Exchange. When the scripts arrived, the students realized one of the first lessons in radio technique, that a great many words can be spoken in 15 minutes. They had received 90 pages of printed material to be put into about 180 pages of Braille before they could begin rehearsing.

The school's superintendent, S. M. Green, secured the Braille paper and assigned the time for copying the scripts into Braille to a young blind student, Roberta Emley, who was acting as assistant in the speech department. This work took hours of time, as every word of the six scripts had to be read aloud and intervals of time allowed while the matter was typed into Braille, using not the old method of slate and stylus, but the modern Braille writer, a machine much like the typewriter which punches raised dots on the paper.

In the meantime, the speech department superintendent, Anna McClain Sankey, had communicated with many of the radio stations in St. Louis asking for educational time. The station managers seemed a bit doubtful at first, not knowing what the blind could do to over-

come broadcasting difficulties. Station WEW of St. Louis University, however, allowed them time, and the group began rehearsals. When the memory work and the characterizations were satisfactorily prepared, the programs were broadcast from one room in the school to another, using a small portable broadcasting unit, thus acquainting the student with the microphone, the elements of timing, studio silence, danger of blasting, the avoidance of sibilant sounds, and the necessity of good diction.

These broadcasts were listened to and commented upon by the students in the radio workshop group, and proved of great value to members of the other casts. The ear of the blind is a recording instrument, and this ear-training work proved a motivation for better speech in other classes, it is claimed.

At last, amid excitement throughout the school, the weekly broadcasts began, and were a fine success. The students memorized their parts, one member of the cast following the script in case of emergency, and this seemed to give a natural fluency in speech which is often missed in performances given by sighted persons.

This work in educational radio which has continued now for 2 years, the school reports, helps the student and keeps him happy by allowing him to participate in those types of activity in which his response is adequate. Opportunities for self activity help to establish the blind as a part of the seeing group.

Through the social adjustments which must be made by the student in these trips to the radio stations and in broadcasting, his personality is being developed. In the writing and producing of original scripts, the group is giving a more definite idea of the capabilities of the blind, and is developing script writers of some ability, officials of the school state.



Education for Home and Family Life

(Concluded from page 324)

FRIEND, MATA R., and SHULTZ, HAZEL. A first book in home economics. New York, D. Appleton-Century Co., 1936. 638 p.

Designed for the upper grades and the junior high school and based upon the authors' *Junior Home Economics* in 3 volumes. It contains a wide variety of materials which provide for the mastery of principles, the gaining of experiences, and the development of skills. Places emphasis on the attainment of desirable attitudes and social adjustment. Illustrations consisting of photographs, sketches, silhouettes and cartoons are a unique feature.

GRAVES, MILDRED, and OTT, MARJORIE. Your home and family, Boston, Little, Brown & Co., 1934. 352 p.

Survey type material suitable for pupils of the eighth grade. The units of subject matter give pupils a broad interpretation of the field of home economics and make a personal appeal to the junior high school girls. Emphasis is placed on the part played by the young girl in the relationships of the family group. Unit 1 on *How did our ancestors live* could be used in an integrated program with a social studies unit on colonization of the United States.

HARRIS, RHODA. Homemaking in the little red schoolhouse. Education, 56: 463-65, April 1936.

Brings out the value of an activity program in homemaking for young children.

HERRINGTON, Evelyn M. Homemaking, an integrated teaching program. New York, D. Appleton-Century Co. 1935. 205 p.

Guide-book. New York, D. Appleton-Century Co., 1935. 330 p.

A discussion of the author's experiences with an integrated program in a homemaking department. Describes methods for handling a classroom situation so that typical responsibilities are carried independently by different pupils. A guide book supplements the volume.

HOWE, FLORENCE, R. Budgeting — the arithmetic of finance. New York, Teachers College, Columbia University, 1936. 36 p. (Teachers' lesson unit series, no. 88.)

Describes the procedure in developing a unit on the family budget for sixth grade boys and girls at the Cobbet elementary school, Lynn, Mass.

JENSEN, MILTON B., JENSEN, MILDRED R., and ZILLER, M. LOUISA. Fundamentals of home economics. New York, The Macmillan Co., 1935. 417 p.

Written for the junior high school level. Organized as a survey course with emphasis on personal and family problems and containing many suggestions for student activities.

(Concluded on page 326)

Thesis Collection of the Library



★★★ The Office of Education Library offers an important service to educators and research workers through the loan service connected with its thesis collection. It has now been more than 10 years since a start was made toward building up a collection of masters' and doctors' theses which might be made available through interlibrary loan to students engaged in educational research. During these years, with limited space, we were not in a position to take care of a comprehensive collection of this kind. However, the past year has seen the removal of the Office of Education, to its quarters in the recently completed United States Department of the Interior Building, and it is now possible to house all theses in education that may be deposited with the Office.

To date something over 3,000 theses have been collected and during the past 9 months requests for loans have been received from 38 States. In all, during this period, 211 requests have come from colleges and universities, teachers colleges, public schools, public libraries, private schools, State departments of education, and independent organizations. They have come from 153 institutions and organizations, whose librarians have been eager to avail themselves of the privilege of borrowing the theses. Over the 9 months' period, 338 theses have been loaned, the only cost to the institution being the registration fee insuring their safe return. Naturally, by far the largest number of calls has come from colleges and universities, where graduate students engaged in the preparation of masters' and doctors' theses in education, find it advantageous to examine similar studies made elsewhere.

Next to colleges and universities, public-school systems form the largest group, school officials finding the theses useful as a background for some special survey of local educational conditions. Regarding subject matter, the requests cover the whole field of educational research, from nursery school education to college instruction, administration and supervision, as applied both to rural and city schools, vocational education and guidance, special subjects of the curriculum, teacher personnel, adult education, leisure, reading, school libraries, and the like.

The field for service in this regard is almost unlimited; indeed, it is only circumscribed by the extent to which universities and colleges find it practical to cooperate with the Office in the assembling of the collection. A number of institutions have already seen the advantage of this cooperation and have made plans to have their theses in education placed on file. These universities send to the Office of Education regularly the results of educational research carried on under their supervision. This practice is growing and when it becomes more general among institutions

doing graduate work, the collection will become more representative and its usefulness will be greatly enhanced. Having all theses in education collected at one center will prove a decided advantage, not only to the individual student, who desires to acquaint himself with research in a limited field, but also to the university librarian, who will automatically be relieved of the obligation of lending theses produced under the auspices of the university.

When one considers that, in most instances, theses are unpublished and consequently available only to a limited group, it can be readily understood how essential it is that there be a central depository where such studies may be assembled and made available by interlibrary loan to persons engaged in study. In this way the researcher of tomorrow can benefit by the research of today. That this service is meeting a real need, is attested by many expressions of appreciation.

EDITH A. WRIGHT



Education for Home and Family Life

(Concluded from page 325)

KINYON, KATE W., and HOPKINS, L. THOMAS. Junior home problems. rev. Chicago, Benjamin H. Sanborn & Co., 1936. 310 p.

This material is organized on the unit basis and is designed to give girls and boys a consciousness of their responsibilities in both family and community life, and to create a desire for healthful habits of living. In the development of content criticism was solicited from pupils, parents, and teachers, and the material modified in an attempt to adjust the content to real life situations.

McBAIN, MABEL. Opportunities for progressive home economics in the elementary schools. Practical home economics, 15: 155-56, 182, May 1937.

A stimulating article in which a wide range of activities for primary, middle, and upper elementary grades is suggested; their value for instilling ideals which may bring about actual changes in the child's practice in home living is pointed out. Lack of training of elementary teachers for carrying out such activities is deplored.

McDOUGALL, HELEN I. When sixth graders care for children. Practical home economics, 12: 359, 370-72, December 1934.

A survey indicated that more than half the girls enrolled in grade 6 took care of preschool children in their own families or as a means of earning money. A unit centered on the care of children during play hours was organized.

MATTHEWS, MARY LOCKWOOD. New elementary home economics. 3rd ed. Boston, Little, Brown & Co., 1936. 623 p.

A general course for junior high beginning classes, based on the unit-problem plan. It includes lessons in foods and cookery, family relationships, recreation, the care and management of the house, the care of children, home nursing and health. Exercises for the development of skills are provided,

but greater stress is placed upon the development of good standards and habits.

MINOR, RUBY. Early childhood education; its principles and practices. New York, D. Appleton-Century Co., 1937. 763 p.

Limited to kindergarten and primary grades, this contains suggestions on good eating and other health habits, the building and furnishing of a playhouse, and other types of home activities.

ROCKWOOD, LEMO D. Problems of the home economics teacher—A symposium: social and family relations. Journal of home economics, 27: 159-62, March 1935.

Summarizes a national study of the teaching of social and family relations at the elementary-and-high-school levels in various parts of the country. Proposes that in the elementary and the junior-high school this program be included as a part of existing courses taught by the regular teacher with optional assistance available from the home-economics teacher or other especially prepared teacher.

ROSE, MARY SWARTZ. Teaching nutrition to boys and girls. Journal of the National education association, 23: 129-31, May 1934.

Valuable suggestions for the elementary school teacher in teaching nutrition in the grades; stresses the development of right attitudes toward food, the necessity of accurate scientific knowledge, and the effects of the application of the present-day knowledge of nutrition on health and growth.

SPAFFORD, IVOL. Home economics at the elementary level. Education, 56: 449-51, April 1936.

At the elementary level, no special value is seen in setting up home economics as a separate subject; it should, rather, be related to other subjects being taught or made a part of the activity program, if one exists; nor are any "special goals considered as belonging to the elementary as apart from the secondary level."

TABOR, MAJORIE. Home and farm life—a unit of work in first grade. Educational method, 16: 75-77, November 1936.

Describes the activities of beginning pupils; many of these activities centered around the making of a doll house and its furnishing, and dressing of the dolls. The educational outcomes of these and other activities are enumerated.

TALBOT, NORA and others. Practical problems in home life for boys and girls. New York, American Book Co., 1936. 515 p.

Seeks to develop and foster fuller appreciation of the values of homemaking by indicating right attitudes and desirable habits toward the numerous problems of everyday home life.

TIRBETS, VINAL H. A typical elementary school study—part of a unit on clothing, 4A grade, 6 weeks' duration. New York state education, 21: 24-26, October 1933.

A detailed account of a unit of work in practical arts on the manufacture and use of rubber in clothing which has been integrated with social studies curriculum.

TIPPETT, JAMES S. Schools for a growing democracy. Boston, Ginn & Co., 1936. 338 p.

At the Parker School District, Greenville, S. C., effort is directed toward making the classrooms "replicas of life" which provide opportunities for individual self-finding and experiences in social living.

VAN LIEW, MARION S. Home economics in the grades. New York State education, 22: 141-42, 173-74, November 1934.

Teachers of elementary grades and of home economics are reminded of many possibilities for developing broad programs of work by incorporating home economics material into units of work throughout the elementary grades.



EDUCATORS' BULLETIN BOARD



New Books and Pamphlets

Negro Education

The Negro College Graduate, by Charles S. Johnson. Chapel Hill, The University of North Carolina Press, 1938. 399 p.

Presents the results of a study of the objective records of college and professionally trained Negroes in the United States. The study was made possible by a grant from the General Education Board.

Country Life Stories, Some Rural Community Helpers, by Elizabeth Perry Cannon, Helen Adele Whiting; introduction by Mabel Carney, illustrated by Vernon Winslow. New York, E. P. Dutton & Co., 1938. 95 p. illus. 65 cents.

Written by Negro educators to meet the specific educational needs of children and teachers in the rural Negro communities of the South. Intended to serve as a social studies reader for pupils on the elementary level in small rural schools.

Adjustment and Guidance

Proceedings of the Third Annual Guidance Conference Held at Purdue University, November 19 and 20, 1937. Lafayette, Ind., 1938. 71 p. (Purdue University. Division of educational reference. Studies in higher education 33) 75 cents.

Includes seven papers presented at the Conference.

Pupil Guidance in the Junior High Schools Ann Arbor. Ann Arbor, Mich., Published by the Board of Education, 1937. 53 p.

Describes the techniques in use in the guidance program. Topics include: Cooperation with the home, use and interpretation of cumulative records, study of occupations, guidance through excursions, student participation in the life of the school, health guidance, etc.

Report and Recommendations of the Joint Committee on Maladjustment and Delinquency. Margaret J. McCooey, co-chairman of the Joint committee. New York City, Board of Education, 1938. 127 p.

Descriptive summary of the work of the New York City schools and the inter-relationships of the schools and community agencies in dealing with problems of maladjustment and delinquency. Recommendations are offered for improvement.

School Law

The Sixth Yearbook of School Law 1938. A narrative topical summary of decisions of the higher courts in all States of the United States of America in cases involving school law, as reported during the preceding year. Edited by M. M. Chambers. Washington, D. C., American Council on Education, 1938. 150 p. \$1.

An annual review of decisions of the higher courts affecting educational systems and institutions.

Book Lists

The Parents' Bookshelf. A list of books for study groups compiled for the National

Congress of Parents and Teachers by Dr. Ada Hart Arlitt. Chicago, American Library Association, 1938.

Groups may order this 10-page leaflet in quantities at prices ranging from \$1.75 a hundred copies to \$13 a thousand. Address: American Library Association, 520 North Michigan Avenue, Chicago, Ill.

Inexpensive Books for Boys and Girls. Compiled by the Book evaluation committee of the Section for library work with children of the American Library Association. Second edition. Chicago, American Library Association, 1938. 43 p. 50 cents.

Lists nearly 900 books costing \$1 or less. A chart briefly compares and evaluates publishers' series.

Forums

Forum Helps, Suggestions for Forum Chairmen, Committeemen and Leaders, by John Alex Rorer. Charlottesville, Va., The University of Virginia Extension Division, 1938. 13 p. (Studies in adult education no. 5.) 10 cents.

Suggestions for starting and conducting forums.

Socializing Experiences

Adventures in Intercultural Education: a manual for secondary school teachers, by Rachel Davis-Du Bois. New York City, Progressive Education Association, Commission on Intercultural Education, 1938. 215 p.

Describes activities and programs developed in 50 public schools, based on the problem of intercultural relations.

Sharing Experiences through School Assemblies, compiled by Agnes L. Adams, with the editorial assistance of Helen R. Gumlick, Adelaide Linnell, Claire T. Zyve. Washington, D. C., Association for Childhood Education, 1938. 39 p. illus. 35 cents.

Presents a variety of opinions as to the purpose, preparation, organization, and production of assembly programs.

School Finance

For the Children of Nebraska. Issued by Nebraska State Teachers' Association, 605 South 14th St., Lincoln, Nebr., 1938. 48 p. illus. 35 cents.

A study of school finance presented in popular pamphlet form to serve as a suggested outline for the study of taxation by professional and lay groups.

Parent Education

Can Parents Educate One Another? A study of lay leadership in New York State, by Mary Shirley. New York, National Council of Parent Education, Inc., 1938. 130 p. (Parent Education Monograph III.)

An intensive inquiry into lay leadership procedures in one State. Contains pertinent suggestions for educators, for professional workers in other phases of adult education, and for workers in the parent-teacher movement.

Adult Education

Learning in Leisure, the What and Why of Adult Education. St. Paul, Minn., Educa-

tional Materials Project, State Department of Education, 1937. 85 p. (Social Science Series, no. 4.) 25 cents.

Interprets the role of adult education and shows how it fits into the social pattern.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan follows:

BENNETT, LUTHER J. Secretarial assistance in teachers' colleges and normal schools. Doctor's, 1937. Teachers College, Columbia University. 86 p.

BROWN, ELEANOR F. Intensive study of poetry versus free reading as a teaching procedure in the senior high school. Master's, 1936. Syracuse University. 146 p. ms.

BUSSARD, PAUL. The vernacular missal in religious education. Doctor's, 1936. Catholic University of America. 187 p.

DUNN, ALICE. The number of separate language errors attaching to an individual child. Master's, 1936. Boston University. 108 p. ms.

EID, ELMER S. Study of double promotions at the East Grand Forks public schools made during the years 1930-31, and 1931-32. Master's, 1937. University of North Dakota. 120 p. ms.

ESSAME, ENID M. Comparative study of the aims and methods in American and British education for girls. Master's, 1935. American University. 130 p. ms.

FRITS, FLORENCE R. Joel Barlow's early deistic liberalism; a study of radical influences at Yale, 1774-1781. Master's, 1937. George Washington University. 75 p. ms.

GRAYBEAL, ELIZABETH. The measurement of outcomes of physical education for women. Doctor's, 1935. University of Minnesota. 80 p.

HELMERS, EVELYN E. Dramatics for English teachers: a required course in dramatics should be given in teachers' colleges for prospective junior high school English teachers. Master's, 1936. New Jersey State Teachers College, Upper Montclair. 50 p. ms.

HENDERSON, ELISHA L. Organization and administration of student teaching in state teachers colleges. Doctor's, 1937. Teachers College, Columbia University. 125 p.

HILL, BENJAMIN J. An analysis of the methods of subtraction in a school system. Master's, 1937. Boston University. 67 p. ms.

HOLFER, ALOIS H. An experiment in the improvement of reading for study. Master's, 1937. University of North Dakota. 138 p. ms.

KUDER, MERLE. Trends of professional opportunities in the liberal arts colleges. Doctor's, 1937. Teachers College, Columbia University. 102 p.

LEE, DOROTHY G. A study of the expenditures of a group of Syracuse University women students. Master's, 1937. Syracuse University. 56 p. ms.

LEWIS, BURBANK E. Teacher credit unions. Master's, 1936. University of Southern California. 231 p. ms.

LINSCOTT, EDWARD L. History of secondary education in Washington and Hancock counties in Maine. Master's, 1936. University of Maine. 171 p.

MAASKE, ROSEN J. Status of the elementary school principal. Master's, 1936. University of Oregon. 72 p.

McCULLOUGH, ASHLEY M. Critical analysis of the fuel management program for schools: selected New Jersey cities compared with nation wide practice. Doctor's, 1936. Teachers College, Columbia University. 141 p.

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THE VOCATIONAL SUMMARY



Master Teacher Chosen

L. L. Price, instructor in vocational agriculture at the Ida, La., high school, has been awarded the title, Master Teacher of Vocational Agriculture of the South, for 1937.

This award has been made annually for the past 12 years to the vocational agriculture teacher in 12 Southern States who, in the opinion of judges, has made the most outstanding record in his teaching program. Mr. Price, who is in his fifth year in the Ida school, received a cash award of \$100, also.

Before a vocational agriculture teacher may qualify for the honor of master teacher of the South, he must first win the title of master teacher of his own State. The 12 States represented in the region from which the master teacher of the South is chosen are Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

In announcing the master teacher award, S. M. Jackson, State supervisor of agricultural education for Louisiana and chairman of the master teacher committee, commended the record made by Mr. Price in his teaching work during the past year.

Citing Price's accomplishments in his community, Mr. Jackson called attention to his achievement in bringing about improved practices on local farms. Jackson cited particularly Mr. Price's success in securing the introduction of improved varieties of cotton and corn; in popularizing orchard and grape-vine pruning; in bringing about the spraying of crops for insects and diseases, in encouraging the growing of cover crops, the culling of poultry, and the vaccinating of swine against hog cholera; and in introducing improved farm fertilization practices.

Winners of second, third, and fourth awards in the master teacher race in the southern region in 1937 were also announced by Mr. Jackson. B. M. Trapp, vocational agriculture teacher in the Binford, Miss., high school, placed second and received \$75 in cash; Alvin R. Howard, agricultural teacher in the Wau-chula, Fla., high school, placed third and received \$50 in cash; and B. F. Fowler of the Ellen Woodside School, Pelzer, S. C., placed fourth and received \$25 in cash.

No One Agency Favored

One of the steps frequently involved in vocationally rehabilitating disabled persons and placing them in employment is that of providing training in a trade or other school for a specific occupation.

A study of 6,627 cases rehabilitated through training during the fiscal year ended June 30, 1937, made by the vocational rehabilitation service of the Office of Education, throws light upon the diversity of institutions and

agencies in which training for these cases was provided.

Of the 6,627 persons included in the study, 1,726 or 26 percent received training in business colleges; 1,035 or 15.6 percent in private trade schools; 350, or 5.3 percent in private colleges or universities; 863, or 13 percent in public colleges or universities; 532 or 8 percent in public vocational schools or classes; 1,462, or 22.1 percent in business establishments; 46 or .7 percent in college or university extension courses; 293, or 4.4 percent through tutors or private instructors; 230, or 3.5 percent, in correspondence schools; and 71, or 1.1 percent through other agencies or institutions. No training agency was recorded in the case of 19 persons studied.

Aviation Trades

According to a study of conditions of employment in the aviation trades, made by the New York State Department of Education, Albany, the kinds of workers needed in these trades are: Tool and die makers; sheet-metal workers, especially those experienced in the new metals and in working with alloys; screw-machine operators; assemblers; blue-print readers; machinists with diversified experience, able to operate such machines as lathes, grinders, millers, and borers; and engine specialists familiar with various types of aircraft engines. One manufacturer who divides the aviation industry into two phases or branches—manufacturing and transportation—notes a demand for trained employees in administration and sales work, as well as in engineering and technical specialties.

Another manufacturer, who has been actively interested in aviation since 1917 emphasizes the demand for trained men in this industry. He considers the industry "a more highly specialized and technical industry, requiring fewer nontechnical people than any of which I know." He goes further also and says: "Aviation is already, and for that matter always will be, overcrowded to the unskilled." All of which boils down to the simple thesis that there is scarcely an industry in which the demand for training is greater than in the aviation industry.

The New York State study, which "aims to present the essentials necessary for entrance to the aviation trades, both ground and aloft," traces the historical development of aviation, discusses the opportunities for employment in this industry, the types of training schools open to prospective aviation workers, and Government regulations for the industry; and takes "a peep into the future" of aviation.

The results of this study are incorporated in Occupational Information Monograph No. 1 of the New York State Department of Education.

Project Supervision Emphasized

Considerable attention has been directed in the past few years to the question of providing time for home economics teachers in public high schools to supervise the home projects of their day-school students. Of interest, therefore, is the information on how this matter is handled in the State of Washington, contained in a recent report from that State.

This report shows that 76 schools provide a definitely scheduled time for project supervision in the teacher's school program. In 36, or 47.3 percent of the schools, time is provided for home project supervision in the regular school term only. In 17, or 22.3 percent, time was provided during the regular school term and during the summer, on a 10, 11, or 12 months' schedule. Three schools, or 3.9 percent, provided time in the summer only, on a 10, 11, or 12 months' schedule. Twenty of the seventy-six schools reported that they do not provide a definitely scheduled time for home-project supervision by home-economics teachers.

And speaking of home projects, the last annual report of the home-economics division for West Virginia states that, "the teachers who are having greatest success with home projects set aside definite class periods for home project conferences, and require each pupil to complete part of her home-project requirements within the school term."

Part of the conference periods are devoted to discussion. The remainder of the periods is used by students to make entries in their home-project records.

Fulfilling Their Destiny

Evening schools in vocational agriculture are, according to the provisions of the Smith-Hughes Act, designed primarily to assist farmers in finding ways and means for improving their farm business.

That the evening schools in operation in West Virginia last year fulfilled this objective is apparent from figures presented in the report of its State Board for vocational education. This report lists 12 kinds of improved practices which are typical of those carried on by farmers enrolled in these schools. More than 101,000 baby chicks were involved in baby-chick practice work conducted by 377 farmers; 325 farmers were engaged in feeding and caring for 46,305 laying hens; and 126 farmers were engaged in experimental practices involving the providing of night lights for laying hens during the winter season.

Other improved practices undertaken by evening-class farmers in the State and the number of units devoted to each, were as follows: Planting certified seed potatoes, 159 acres; spraying potatoes, 150 acres; sowing alfalfa and legumes, 311 acres; liming soil, 429

acres; fertilizing and improving pastures, 325 acres; feeding balanced rations to dairy cows, 293 animals; caring for ewes in winter, 721 animals; and treating sheep for internal parasites, 721 animals. In addition, 106 poultry buildings were involved in poultry house building enterprises.

Fifty-two teachers of vocational agriculture conducted 96 evening schools. This is an increase of 21 schools over 1936 when 50 teachers conducted 75 evening schools. One teacher conducted 6 evening schools; one, 5 schools; 7 conducted 3 schools; 21 conducted 2 schools; and 22 conducted 1 evening school. In addition, six of these evening-school teachers conducted part-time schools.

Versatility, Not Specialization

An instance of the value of a preliminary survey in formulating a vocational training program for a small community comes to light in a report by J. A. McCarthy, director of vocational education for New Jersey, on the trade and industrial training course at Toms River.

The preliminary survey of this community showed that the skilled workers were engaged in the commercial food trades, building construction, automobile repairing, and boat building and repairing. It showed further that mechanics in this area must be proficient in more than one field. Boat builders, for example, are workers in wood and metal. They not only build and repair boats, but install equipment on the boats they build and in some instances do the painting and wood finishing. Skilled mechanics are also required to condition boats in the spring of the year.

The auto mechanic repairs automobiles and in some instances makes repairs to bodies and fenders. He also refinishes bodies, replaces windows, and repairs car upholstery, and makes repairs on pumps, motors, and tractors used on nearby farms. In some instances the auto mechanic does some of the work involved in repairing gasoline, Diesel, and other forms of engines used for marine or stationary pumps.

House carpenters in the area, the survey showed, not only build and repair houses but also build and repair docks. Some house carpenters switch to boat building with the change in seasons.

Instead of training for specialized jobs, workers in Toms River, the survey disclosed, need training which will familiarize them with the skills and tools of several occupations. Accordingly, the preemployment training program set up in the local high school was organized to develop versatile rather than specialized workers. For example, students in the woodworking department are given preemployment training in house carpentry, boat building, and allied occupations. Those in the auto repair shop receive instruction in automobile repairing and work with farm tractors, farm machinery, and marine engines.

Vocational courses in Toms River also

include subjects intended to promote the civic-social development of those enrolled in them, as well as such required school subjects as history, English, and physical training.

Homemakers' Clubs Flourishing

Twenty-five Future Homemakers or Junior Homemakers clubs, in as many different home economics departments, are reported by the home economics division of the State of West Virginia, for the year ended June 30, 1937, with a total membership of 912. Membership in individual clubs ranges from 15 to 79.

Arkansas reports 95 Student Home Economics Clubs, with a membership of 3,551 girls. Thirty-three of these clubs are affiliated with the American Home Economics Association. The annual State meeting of these clubs last year brought 400 girls representing 35 clubs to Little Rock.

Among the objectives of home economics clubs in various States are the following: To provide social training and promote social relationships; to give members experience in carrying responsibility; to encourage a high standard of scholarship; to provide practice in parliamentary procedure; to promote democracy in the school; to develop personality, leadership, self-reliance, initiative, social poise and professional interest; to stimulate interest in hobbies and the wise use of leisure; to foster high ideals and appreciation for home life; to give members a more complete

knowledge of the field of home economics, its State and national organizations and of leaders in the field; to promote interest in the community and encourage participation of members in community activities.

Teacher-Training Facts

A series of six releases on various phases of teacher-training in the field of agricultural education has recently been issued by the Office of Education.

These releases, which are based upon special studies made by the Office in cooperation with State supervisors and teacher-trainers in agricultural education and which cover data for the fiscal year 1935-36, contain information on: The number, location, and organization of teacher-training institutions; the personnel engaged in these institutions; the number and percentage of agricultural college graduates trained as teachers of vocational agriculture; the placement of men trained as teachers of vocational agriculture; facts on employed teachers of vocational agriculture enrolled in teacher-training institutions for professional improvement; and preparatory curriculums for teachers of vocational agriculture.

Tables and a brief discussion of the results of the study covered are presented in each of the six teacher-training releases, and recommendations growing out of the results of the studies are formulated.

C. M. ARTHUR



Commissioner of Education J. W. Studebaker receives the members of the Board of Trustees of the Future Farmers of America, national organization of boys studying vocational agriculture in rural high schools, on the occasion of their recent meeting in the Office of Education to conduct routine business, map out their program for the ensuing year, and formulate preliminary plans for the eleventh annual convention of the organization at Kansas City, in October. Seated is Dr. Studebaker. Standing, from left to right, are: J. A. Linke, chief, agricultural education service, Office of Education, national adviser; Lex Murray, vice president; Joe H. Black, past president; William Stiers, vice president; J. Lester Poucher, president; Eugene Warren, vice president; Arden Burgidge, vice president; W. A. Ross, executive secretary; and Lowell Bland, student secretary.



In Public Schools

Regents' Report

The regents' inquiry into the character and cost of public education in the State of New York has issued a preliminary pamphlet dealing with the improvement of the district organization in advance of the reports of the inquiry "so that the discussion of the problem of district organization, which is fundamental to the whole program, may be initiated now." In reviewing the history of the New York school districts the inquiry states: "In this long history from 1812 to 1938 two facts stand out clearly. First, the whole State has come to feel that the old district system, though satisfactory as a means of providing for common schools in the early days of the State, is not satisfactory now to operate high schools or to operate elementary schools under modern conditions. Second, the 'central school' system as it has been worked out in over 200 places within the State is a satisfactory method of modernizing and improving the school-district system for New York State."

The report states that New York State has over 8,000 school districts and that a great many of them have exactly the same metes and bounds as they had under the act of 1812. The following classification shows the number of school districts of each class in the State, as of June 30, 1936:

Urban-school systems: 155 districts, each with a school superintendent—1,061 school officers—58,224 teachers—for 1,615,650 pupils—divided as follows: 59 city school districts; 96 union free school districts in villages of 4,500 population or over.

Rural school systems: 8,103 districts, under the general supervision of 198 district superintendents—18,516 officers—21,015 teachers—for 381,455 pupils—divided as follows:

- 6,294 common-school districts.
- 490 union free school districts.
- 480 consolidated school districts.
- 621 contract districts.
- 5 central high-school districts.
- 182 central rural-school districts (exclusive of two central rural schools in villages).
- 31 districts with no schools, contracts, or children.

Curriculum Study

The State of Oregon Department of Education recently issued a handbook on curriculum study prepared under the direction of the Oregon State Teachers Association in cooperation with the State department of education. The committee for the improvement of the curriculum believes that curriculum improve-

ment can only result from united action by administrators, teachers, and laymen who are well informed about the problem. It is the hope of the committee that study groups will be organized throughout the State and that the bulletin will serve as the study guide.

Appointed by Governor

In compliance with a resolution passed by the 1937 general assembly of North Carolina the Governor has appointed a committee composed of two senators and three representatives "To make a thorough study of the State's program for colored schools including elementary, secondary, vocational, and higher education, and to make such recommendations as it may seem right and proper to the Governor of the State of North Carolina and the next general assembly."

Williamsburg Bulletin

The Developing Curriculum at the Matthew Whaley High School, Williamsburg, Va., is the title of a bulletin prepared by the faculty and published as Bulletin No. 2, College of William and Mary, School of Education. The bulletin contains a description of each department of the high school, and presents in some detail illustrative units of work.

Juvenile Delinquency

"The coordination of all public agencies," according to a bulletin recently issued by the bureau of special service, Jersey City, N. J., city board of education, "is the outstanding contribution made by Jersey City in its juvenile delinquency program. The fact that the schools, the police, the municipal medical center, the courts, the Hudson County detention home, and the county probation office have entered into a unified, coordinated program has made success not only possible but inevitable."

St. Louis Progress

The Public School Messenger, published by the department of instruction, St. Louis (Mo.) Public Schools, in a recent issue, contains many interesting facts concerning One Hundred Years of Progress in the Public Schools of St. Louis, 1838-1938. Among the many facts presented are: Free public evening schools have been supported by the board of education for more than 75 years; as early as 1843 music was taught in the St. Louis schools; in 1855 the superintendent of instruction recommended the more general adoption of drawing in the curriculum; in 1897 private citizens offered to finance manual training instruction as an experiment if the board of education would provide rooms, which it did; in 1873 Miss Susan E. Blow offered her services gratuitously to experiment with a kindergarten

class. The offer was accepted on the recommendation of Dr. William T. Harris, and it is reported that many visitors found their way to this early kindergarten; mothers told of the good results of the training of their children; and educators attracted from far and near returned to their home cities with enthusiastic endorsement of what they had observed.

Why School

An interesting 1938 pamphlet entitled *Why School*, written by H. R. Malcolm of Norwalk, Ohio, has come to hand. The publication does not undertake to advocate or defend every subject and every activity undertaken in the schools, but brings out effectively the value and importance of an education. The significance of the booklet is heightened when one realizes that the author is not professionally engaged in educational work.

W. S. DEFFENBAUGH



In Colleges

Action of Senate

Students in education at the University of Chicago can earn the master's degree without writing a thesis, as a result of a recent action of the university senate. Shift in interpretation of thesis requirements establishes an alternative to the traditional program which calls for a thesis, although students still may write theses if they wish.

New Dormitory

The University of Iowa's new men's dormitory, which is expected to be ready for occupancy by September 1, will house about 250 men and will thus provide a place for the many men unable to be accommodated in the quadrangle. The three-story building officially named "Hillcrest" will cost about \$325,000 to be paid for out of its earnings.

Dental Hygiene Course

A 2-year course for dental hygienists replacing the present 1-year curriculum, has been authorized by the regents of the University of Michigan. The new course will offer training in technical procedures with a view to making the hygienists more useful as assistants to dentists, and will transfer the instruction in anatomy, bacteriology, and chemistry from the dental faculty to the regular course given for nurses.

Alumni University

Graduates of the University of Michigan will return to the campus next June as stu-

dents for the eighth alumni university, for a week of study and lectures by leading members of the faculty beginning June 20, immediately following commencement week. The general topic of the program of 40 lectures will be *Problems of Today*, with 4 courses of 4 lectures on the World Situation, 3 courses on Contemporary Society, and 4 courses on science and the arts.

Student Loan

Nearly 100 students in the University of Texas have made use of the loan funds offered by the Ex-Students' Association this year. Totalling \$200,000 loans of from \$5 to \$250, are made to individuals who must have completed a semester of work in the university with a "C" average. Loans are made on a family basis. Notes, which must be signed by the student, one parent, and some third party, are usually made for 1 year with privilege of extension.

Summerfield Scholarships

Examinations were held in six cities of Kansas, March 19, as preliminary to the appointment of the 1938 group of Summerfield scholars at the University of Kansas. Out of more than 300 boys graduating from Kansas high schools, 30 were invited to come to the university late in April for final examination, from which 10 to 12 will be selected for the scholarship award. The Summerfield scholarships, established in the fall of 1929 by Solon Summerfield, Kansas University alumnus and New York manufacturer, provide a 4-year college course for eligible young men. There are now 55 in the university in the four class grades. Appointment is upon a merit basis, and a stipend is arranged according to the need of each.

School of English

Bread Loaf is a mountain, an inn, and a school. The Bread Loaf School of English has been conducted since 1920 as a section of the summer session of Middlebury College, Middlebury, Vt. The nineteenth session will be held from June 29 to August 13, 1938. Average attendance 130.

Fine Arts

Changes in the University of Iowa curriculum affecting the course in the school of fine arts have been adopted to go into effect next September.

Under the new plan, a student may earn a new degree, bachelor of fine arts, after work in semiprofessional curriculum in the school of fine arts, specializing in the field of art, music, or the theater. Only a limited number of students of distinct ability in one of the fine arts fields will be admitted to candidacy for the B. F. A. degree in the freshman year. Each must be certified by the head of the department in which he specializes—art, music, or dramatic arts. The university never has granted the B. F. A. award.

Phi Beta Kappa

The first chapter of Phi Beta Kappa to be established in Washington, D. C., was recently installed at the George Washington University.

Delegates of Phi Beta Kappa chapters in colleges and universities throughout the United States attended, and the installation was conducted by Frank P. Graves, commissioner of education of the State of New York, who is president of the United Chapters of Phi Beta Kappa.

Student Cooperative

"Board and room" for 80 men students at the Los Angeles campus of the University of California has been reduced to the low cost of \$22 per month. These men have banded together at the Brentwood Cooperative Hall, manage the place themselves, do their own work, and divide the actual cost of provisions.

New Dormitory

Construction work has begun on a new \$30,000 dormitory to house 84 members of the student cooperative organization at the State College of Washington. The major part of the construction is being done by N. Y. A. students in training under the supervision of members of the local unions. The State College will furnish the materials and will be repaid from rentals.

New Code

Provisions of the recently formulated code of college and fraternity relations, will go into effect at once in 190 colleges and universities throughout the country, where some 70 national fraternities have organized more than 2,600 chapters with 60,000 undergraduate members and almost 1,000,000 alumni members.

The new *Magna Carta* represents the report of a joint committee of 10 members—5 from the Association of American Colleges and 5 from the National Interfraternity Conference. The committee's report was adopted by the association at its recent annual meeting in Chicago. Basic principles of the report are summarized as follows: (1) The obligation of the college to the group and its members: Student group life is an essential feature of the educational process; it should be recognized as such, and as large a degree of responsible control as possible should be delegated to it. Self-government is a primary objective of college training; the work of the college will be strengthened by utilizing the fraternity to this end. The college may delegate responsibility to the fraternity, but is thereby not absolved from its own responsibility. The college must enforce accountability for all delegated responsibility. The college should insist upon the financial integrity of all student undertakings, and not allow them to encroach upon the student's primary purposes in coming to college. Group life, to be of greatest value, must be integrated with college objectives intellectually

as well as socially, physically, and morally. (2) The obligation of the group to the college: The fraternity is responsible to the college to the extent to which the privilege of association withdraws its members from the immediate control of the college. The fraternity should maintain proper social standards and wholesome conditions of living. The fraternity must either control its members or return them to the control of the college. The fraternity must either govern itself adequately, or be supervised or dispersed by the college. (3) The obligation of the group to the individual: The fraternity has no immediate responsibility for scholarship, but should maintain conditions that will promote the individual's best development in every way. The fraternity should not give refuge to its members in any breach of accepted responsibility. The fraternity should respect the rights of its members to self-development. (4) The obligation of the individual to the group: The individual's right of self-expression, is limited by his obligations to the group and to the college. Compulsion is a poor substitute for cooperation. (5) The obligation of the alumnus to the college and the group: Alumni membership is an opportunity to serve youth, and gives the alumnus no other privilege or right. The undergraduates are responsible to the college for the chapter; the alumni must always respect this responsibility.

WALTER J. GREENLEAF



In Educational Research

Controlled Observation

J. Y. West has made a contribution to the controlled observation technique by working out an application to a specific field, i. e., elementary school science. Using the aims of the course of study and of the teachers in elementary school science, a code for use in observation was developed. This code was then tried out by several observers to see how valid and reliable the method was in practice. The advantage of the method is that actual behavior of the pupil is sampled. It is a direct method of evaluation. The disadvantage lies in the fact that it is time consuming and that a person cannot get by observation the total picture of behavior, for certain behavior cannot be noted when attention is centered on other behavior. This study is published as Teachers College, Columbia University, Contributions to Education, No. 728, and is entitled *Appraising Observable Behavior of Children in Science*.

Why Adults Like Certain Books

A comprehensive study of the reactions of adults to the type of subject matter, method of presentation, presence of auxiliary aids, in books has been made by Margaret C. Lyon.

This study is more supplementary than overlapping with Gray and Leary's *What Makes a Book Readable* reported on before in these columns. That study was concerned mainly with the difficulty level of reading materials, while this study is concerned more with the interest factors. Not only were adults' reactions to various readings obtained, but the reading material was analyzed to obtain as nearly as possible a determination of the type of material adults enjoyed reading. This study should be required reading for adult education workers—especially those who plan reading courses for adults. The study is entitled *The Selection of Books for Adult Study Groups* and is published as Teachers College, Columbia University, Contributions to Education, No. 696.

Study of Quintuplets

The University of Toronto Studies, Child Development Series, 1937, No. 12-16, contain a series of studies concerning the development and status of the Dionne quintuplets. The quintuplets are considered to be identical rather than fraternal, and therefore differences in behavior between them should come from the environment. One of the studies finds that there is marked personality differences between the girls and suggests that these differences are accounted for by differences in environment. This is an interesting conclusion in view of the fact that the environment of the quintuplets, as far as casual observation goes, would be considered the same. Gesell, Kuhlmann and Merrill-Palmer tests have been applied to the quintuplets. Their development, mental, motor, and language, has been carefully traced. The studies were carried on by W. E. Blatz, D. A. Millichamp, M. W. Charles, N. Chant, A. L. Harris, M. I. Fletcher, and M. Mason.

Development of Young Children

The Institute of Child Welfare at the University of California is making studies of the mental and physical development of young children. Two recent reports are of interest. These are *Environmental Correlates of Mental and Motor Development* by Nancy Bagley and Harold E. Jones (Child Development, December 1937) and *Mental-Physical Relationships During the Preschool Period* by Marjorie P. Honzik and Harold E. Jones (Journal of Experimental Education, December 1937). These studies are genetic in nature and are important because they open a new area of knowledge. The revelations regarding the relation between the rate of growth in mental ability and the social-cultural-economic factors at different ages are very significant. The need for growth records over a period of time is an incidental conclusion arising from these studies.

Personality Tests

A good analysis of the possibilities of the use of various personality measures in schools has been made by Arthur E. Traxler. It is

issued by the Educational Records Bureau as Bulletin No. 23. The Educational Records Bureau always has been conservative in the type of tests recommended for use by its patrons, and it seemed surprising therefore that it should issue such a bulletin. However, the bulletin is throughout deliberately critical and retains the conservative approach of the bureau. In view of the differences of opinion in this area it is interesting to quote a few sentences from the foreword:

"The members of the committee on tests and measurements * * * stated * * * that it would be made clear to the schools that the bureau is not recommending the use of personality tests, but is only taking this means of providing information about them in response to an increasing number of requests.

"This point deserves considerable emphasis. * * * Because of the position of leadership which it occupies, the bureau feels a keen responsibility for using particular care to recommend only tests which have been tried out carefully and whose worth has been demonstrated. With rare exceptions, personality tests and rating services cannot at present be included in such a category."

Beginning Texts in Reading

Although authors of reading texts in the elementary school are more and more adapting the style, content, and vocabulary to the level of the children they are writing for, here is still need for comparative studies of different texts. One such study is that by Clarence R. Stone entitled "Measures of Simplicity and Beginning Texts in Reading," published in the February 1938 issue of the *Journal of Educational Research*. Twelve of the pre-primers and primer texts published between 1930 and

1935 were analyzed in regard to vocabulary burden. He arrives at conclusions regarding the possible combinations of these texts which will best fit the child beginning to read.

DAVID SEGEL



In Other Government Agencies

National Youth Administration

More than 2,500,000 books have been provided by WPA library projects for persons who previously enjoyed little or no library service, according to Aubrey Williams, NYA Executive Director. Approximately 2,500 new libraries have been established under the library extension program, providing free reading facilities to communities in which such service has been discontinued or had never before existed. Twenty-five hundred traveling libraries are rendering additional service by taking reading materials by truck, automobile, horseback, muleback, and in some instances by boat to approximately 500,000 persons in sparsely settled areas. WPA workers have repaired more than 12,000,000 school books for 15,000 public schools, in addition to 10,000,000 others for 1,800 public libraries in 42 States. (See illustration.)

Office of Indian Affairs

Much of the handiwork of students in the arts and crafts department of the Santa Fe Indian School is now on exhibit throughout the country, according to Alfreda Ward, head



Students binding library magazines.

of the arts and crafts department. Thirty articles are on exhibit in the division of education of the Brooklyn Museum, New York; 55 pieces of pottery from the school are on exhibit at Oberlin College, Oberlin, Ohio; and 25 pieces of San Juan, San Ildefonso, Picuris, and Cochiti pottery have been sent to Akron, Ohio. Student paintings are on exhibit in the laboratory of anthropology, Sante Fe, N. Mex.; in Rochester, N. Y.; Akron, Ohio; Williams, Ariz.; Kewanee, Ill.; Tucson, Ariz.; the International Building, New York City; and Portland, Oreg.

Social Security Board

Seventeen States, the District of Columbia, and Hawaii have received the following grants from the Social Security Board for the aid of dependent children for the current quarter ending June 30, 1938:

State	Estimated number of recipients	Amount of grant
Alabama.....	16,000	\$112,324.61
Arizona.....	4,300	72,934.21
Arkansas.....	13,000	49,358.86
District of Columbia.....	3,850	50,595.60
Hawaii.....	3,200	48,360.05
Idaho.....	5,700	63,058.90
Indiana.....	28,100	400,550.72
Maine.....	3,600	51,417.90
Maryland.....	19,500	238,501.03
Minnesota.....	13,400	169,531.28
Missouri.....	1,000	118,800.00
Nebraska.....	9,800	37,071.07
North Carolina.....	16,100	117,043.36
Ohio.....	29,000	438,148.13
Oregon.....	2,500	12,412.80
Utah.....	6,500	94,844.79
Washington.....	13,900	191,457.29
West Virginia.....	16,800	147,200.00
Wyoming.....	1,500	19,681.19

California and Georgia received grants for the month of April only, and Kentucky for April and May.

MARGARET F. RYAN

In Other Countries

Musical Education

An international conference on musical education and pedagogy of defective children, organized by the Society for Musical Education, Prague, in accordance with the Swiss Union for Musical Pedagogy and with the Seminary for the Pedagogy of Defective Children, will take place from June 23 to 28, 1938, in Switzerland.

Theoretical reports and practical demonstrations in the institutes for deaf and dumb, blind, defective, and weak-minded children, will offer those who take part the opportunity to study rhythmical and musical influences on abnormal children. The conference will concern the results to be expected for musical education in general as well as for the psychology and the pedagogy of defective children.

An attendance fee of 20 Swiss francs is being charged. Inscription and further information may be had by writing to the Society for Musical Education, Prague IV, Toskánský Palác, Czechoslovakia.

SCHOOL LIFE, May 1938

Combating Illiteracy

As a result of a movement started by the minister of education a year and a half ago determined efforts have been made to combat illiteracy among the adult population of Iran. In every province committees have been formed composed of minor government officials and teachers who are organizing and conducting free night classes for illiterate adults between the ages of 16 and 40.

So successful has this campaign proved that the ministry of education has recently released for publication the attendance figures for 33 centers where night classes have been established. Figures for the more important centers are:

Teheran and environs.....	10,348
Eastern Azerbaijan.....	6,842
Isfahan.....	6,236
Fars.....	5,874
Western Azerbaijan.....	5,459
Khorassan.....	4,820
Yezd.....	3,608
Kerman.....	3,543
Kermanshah.....	2,667
Kashan.....	2,200
Hamadan.....	2,000
Total.....	58,988

In addition to these there are 21 other centers where the attendance is less than 2,000, but which in the aggregate have 29,368 students, thus making a grand total of 88,356 adults who are today receiving instruction in night classes. Considering the short time adult education has been in operation the showing is a very creditable one. The campaign, if persisted in, is bound gradually to reduce the state of illiteracy which it is estimated still exists among at least 85 percent of the population.

JAMES F. ABEL



Educator's Bulletin Board

(Concluded from page 327)

MANGAN, MARTHA R. Study of the relationship existing between scores of the K-D and K-R music tests. Master's, 1937. Syracuse University. 107 p. ms.

MISURIELLO, ROCCO A. Status of chemistry in the high schools of Essex county, New Jersey, as determined by personal interviews with all chemistry teachers during April-May 1934. Master's, 1935. New Jersey State Teachers College, Upper Montclair. 69 p. ms.

NEIS, CHARLES P. Survey of the attitudes of students of American government in the Coffeyville high school for the years 1928-1936. Master's, 1937. University of Kansas. 52 p. ms.

O'NEILL, Sister MARIA T. Status of the high school libraries of the State of New Jersey. Master's, 1935. New Jersey State Teachers College, Upper Montclair. 46 p. ms.

PRICE, WILLIAM E. Financial retrenchment in New Jersey secondary schools, 1926-1933. Master's, 1935. New Jersey State Teachers College, Upper Montclair. 42 p. ms.

SILVEY, CLEL T. Study of personal reactions to the solmization method of teaching music reading. Doctor's, 1937. George Peabody College for Teachers. 82 p.

WAGNER, CARLOS J. Organization and procedure in the conduct of track and field meets. Doctor's, 1937. New York University. 118 p. ms.

RUTH A. GRAY

Vocational Education Progress

(Concluded from page 318)

courses preparing youth for store service occupations.

Supervision of educational programs for workers in the distributive occupations will be carried on in the States under the direction of qualified State supervisors and teacher trainers in the field of distributive occupations. Where qualified supervisors of distributive education are not available, supervisors in other fields of vocational education will carry on the program until such time as trained leaders in distributive occupations education are available.

Since the George-Deen Act did not become operative until July 1, 1937, activities of State boards for vocational education with respect to programs of training for the distributive occupations during the year were confined to laying the ground work for the inauguration of these programs.

Vocational Rehabilitation

Of particular significance to the national vocational rehabilitation program was the passage during the year of the Randolph-Sheppard Act, which authorizes the Office of Education to designate State commissions for the blind or other State agencies, to license and establish blind persons as operators in vending stands in public buildings. At the end of the fiscal year 1936-37, State agencies had been designated and blind persons had been placed in approximately 100 stands set up by these agencies.

Reports covering State programs of vocational rehabilitation show that 11,091 disabled persons were physically restored and placed in remunerative employment in 47 States cooperating in the vocational rehabilitation program. This is an increase of 753 over 1936.

State reports show further that 45,096 disabled persons were in process of rehabilitation and were being carried on State rehabilitation rolls at the end of 1937. This figure represents an increase of 471 over 1936.

Included in the live role total were 2,602 persons who had been prepared for and placed in employment and were still being followed up in their work. The live role figure also included 7,108 persons who had been prepared for employment and were awaiting placement and 32,345 persons who were still in process of preparation for employment. Including the number fully rehabilitated and the number in process of rehabilitation, the number of persons reached by the rehabilitation program in the States during the year was 56,187, or 1,224 more than in 1936.



FOR CONVENIENCE in ordering Office of Education publications, see pages 335 and 336.

Radio Calendar

Programs Listed as Eastern Standard Time Except as Indicated

MONDAY

Morning

9:30- 9:45 PST The New World—NBC-KGO
(Pacific Coast Network Only)

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:30- 3:00 American School of the Air—CBS
2:45- 3:00 Music for the School—MBS

Evening

6:00- 6:15 Dear Teacher—CBS
6:20- 6:30 New Horizons—CBS
10:30-11:00 National Radio Forum—NBC Blue

TUESDAY

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 2:30 Fun in Music—NBC Red
2:30- 3:00 American School of the Air—CBS
2:30- 3:00 NBC Music Guild—NBC Blue
4:00- 4:15 Academy of Medicine—CBS

Evening

6:00- 6:15 Science in the News—NBC Red
6:00- 6:30 Let's Pretend—CBS

WEDNESDAY

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 2:30 Your Health—NBC Red
2:30- 3:00 American School of the Air—CBS
3:45- 4:30 Curtis Institute of Music—CBS
4:30- 5:00 National Congress of Parents and Teachers—
NBC Blue

Evening

6:00- 6:15 Our American Schools, N. E. A. program—
NBC Red
7:45- 8:00 Science on the March—NBC Blue

THURSDAY

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:30- 3:00 American School of the Air—CBS
3:15- 4:00 Eastman School of Music—NBC Blue
4:00- 4:15 Science Service Series—CBS

Evening

9:30-10:30 America's Town Meeting of the Air—
NBC Blue

FRIDAY

Afternoon

12:30- 1:30 National Farm and Home Hour—NBC Blue
2:00- 3:00 Damrosch Music Appreciation Hour—
NBC Red and Blue
2:30- 3:00 American School of the Air—CBS
3:00- 4:00 NBC Radio Guild—NBC Blue

Evening

6:00- 6:15 Education in the News—NBC Red
6:05- 6:30 Music for Fun—CBS
7:30- 7:45 Hendrik Willem Van Loon—NBC Red
10:00-10:30 Twenty Years Ago and Today—MBS

SATURDAY

Morning

11:00-11:15 Our American Schools, N. E. A. program—
NBC Red
11:00-12:00 Cincinnati Conservatory of Music—CBS
11:30-12:00 Music and American Youth—NBC Red

Afternoon

12:15-12:30 This Wonderful World—Hayden Planeta-
rium—MBS
12:30- 1:30 National Farm and Home Hour—NBC Blue
1:45- 5:00 Metropolitan Opera Company—NBC Blue
5:00- 5:30 Story of Industry—CBS
5:00- 6:00 Great Plays—NBC Red

Evening

6:00- 6:15 PST Education Today—NBC-KGO
(Pacific Coast Network Only)
8:00- 8:30 Workshop—CBS
9:30-10:00 American Portraits—NBC Red
10:00-11:30 NBC Symphony Orchestra—
NBC Red and Blue

SUNDAY

Morning

11:00-11:15 Reviewing Stand—MBS

Afternoon

12:00-12:30 The Southernaires—NBC Blue
12:30- 1:00 University of Chicago Round Table—
NBC Red
1:30- 2:00 Tuskegee Institute Choir—NBC Red
3:00- 5:00 New York Philharmonic-Symphony Orches-
tra—CBS
4:30- 5:00 The World Is Yours—NBC Red

Evening

10:30-11:00 Headlines and Bylines—CBS

This calendar lists sustaining programs only. For more detailed listings of other broadcasts, write the following:

COLUMBIA BROADCASTING SYSTEM 485 MADISON AVENUE, NEW YORK, N. Y.
MUTUAL BROADCASTING SYSTEM 1440 BROADWAY, NEW YORK, N. Y.
NATIONAL BROADCASTING COMPANY 30 ROCKEFELLER PLAZA, NEW YORK, N. Y.

*Due to recent change of time to Daylight Saving, some of the above programs will fall an hour earlier.
Suggest you consult local station or papers.*

*This calendar was prepared by The American Association of School Administrators—A Department of
the National Education Association of the United States, 1201 Sixteenth Street NW., Washington, D. C.*

Some CURRENT PUBLICATIONS of the OFFICE OF EDUCATION



BULLETINS

1938

1. Educational directory, 1938. (4 parts.)
 1. State and county school officers. 10 cents.
 2. City school officers. 5 cents.
 3. Colleges and universities. 10 cents.
 4. Educational associations and directories. 10 cents.

1937

2. Biennial survey of education, 1934-36.

Chapter

- IV. Adult education. 10 cents.

- V. Review of conditions and developments in education in rural and other sparsely settled areas. 10 cents.

- VI. Effects of the depression upon public elementary and secondary schools and upon colleges and universities. 10 cents.

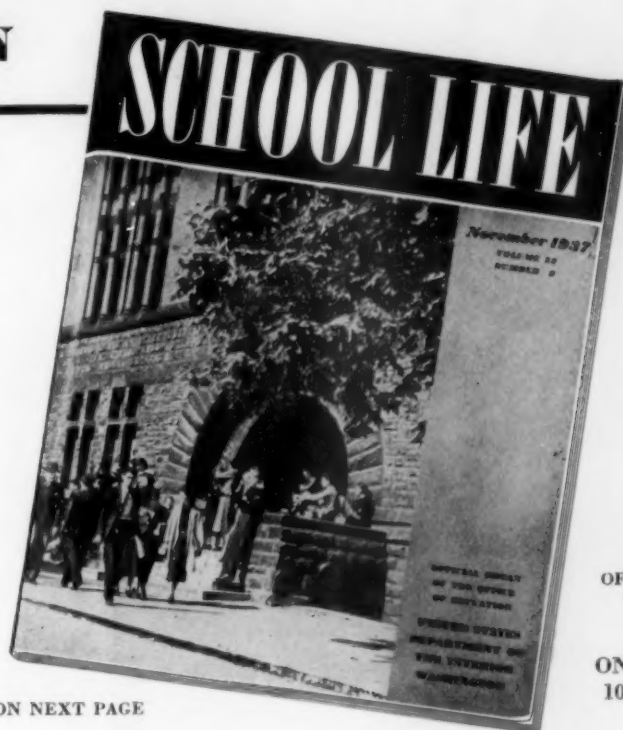
- VIII. A review of educational legislation, 1935 and 1936. 10 cents.

- X. Development of educational method. 10 cents.

3. Public affairs pamphlets. 10 cents.
4. Conservation in the education program. 10 cents.
5. Insurance and annuity plans for college staffs. 10 cents.
6. Bibliography of research studies in education, 1935-36. 30 cents.
7. Student health services in institutions of higher education. 10 cents.
8. Education of Negroes, a five-year bibliography, 1931-35. 10 cents.
9. College salaries. 10 cents.
16. Student interests and needs in regard to hygiene. 10 cents.
17. Opportunities for the preparation of teachers of exceptional children. 10 cents.
22. List of publications of the Office of Education and the Federal Board for Vocational Education, 1910-36. Free.
24. Continuity of college attendance. 10 cents.



USE ORDER BLANK ON NEXT PAGE



OFFICIAL ORGAN OF
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10 ISSUES

25. Forums for young people. 15 cents.
26. Education in the Southern Mountains. 15 cents.
27. Printed page and the public platform. 20 cents.
28. Needed research in secondary education. 10 cents.
30. Occupational experiences for handicapped adolescents in day schools. (In press.)
31. Classified list of courses of study, 1934-37. Preprint of Part IV. (In press.)
36. Guidance bibliography. 10 cents.

PAMPHLETS

73. Subject Registrations in Private High Schools and Academies, 1932-33. 10 cents.
74. Crucial Issues in Education. 5 cents.
75. Safety and Health of the School Child—A self-survey of school conditions and activities. 10 cents.
76. Successful Methods of Teaching English to Bilingual Children in Seattle Public Schools. 10 cents.
77. Opportunities for the Preparation of Teachers of Children of Native and Minority Groups. 5 cents.

80. Sources of Visual Aids and Equipment for Instructional Use in Schools. 10 cents.
81. Per capita costs in city schools, 1936-37. 5 cents.
82. Physical Education in Institutions of Higher Education. 10 cents.

LEAFLETS

32. Personnel and Financial Statistics of School Organizations Serving Rural Children, 1933-34. 5 cents.
33. The Housing and Equipment of School Libraries. 5 cents.
34. State Library Agencies as Sources of Pictorial Material for Social Studies. 5 cents.

VOCATIONAL EDUCATION BULLETINS

189. Landscaping the Farmstead—Making the farm home grounds more attractive. 15 cents.
190. Vocational Rehabilitation of the Physically Handicapped. 10 cents.
191. Interpretive Science and Related Information in Vocational Agriculture—Effective utilization of scientific principles and related information in organized agricultural instruction. 10 cents.

SCHOOL LIFE, May 1938



PUBLICATION REQUEST BLANK

See Page 335 for List of Publications

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